



**English/Language Arts Department**  
Grade K

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**Last Updated:** July 2018

Month	Reading Workshop	Writing Workshop	Word Study/Phonics
Sept-Oct	Unit 1a: We are Readers (Book 1)	Unit 2b: Show & Tell - From Labels to Pattern Books (New Book)	<b>Fundations Units:</b> Orientation (3-4 days) Unit 1 (12 weeks)
Nov-Dec	Unit 2a: Super Powers Reading with Print Strategies and Sight Word Power (Book 2)	Unit 4b: How-to-Book: Writing to Teach Others (Book 3)	
Jan-Feb	Unit 3a: Emergent Reading: Looking Closely (If...Then)	Unit 1b: Launching the Writing Workshop (Book 1)	<b>Fundations Units:</b> Unit 2 (January) Unit 3 (February/March)
March-April	Unit 4a: Bigger Books, Bigger Reading Muscles (Book 3)	Unit 3b: Writing for Readers (Book 2)	<b>Fundations Units:</b> Unit 3 (February/March) Unit 4 (April)
May-June	Unit 5a: Becoming Avid Readers (Book 4)	Unit 5b: Persuasive Writing of All Kinds (Book 4)	<b>Fundations Units:</b> Unit 5 (May/June)

**Grammar Standard Expectations, K-5  
Fundations Pacing Guide (2018-2019)**

## Unit 1a - Reading

### We Are Readers (Book 1)

#### Summary and Rationale

In this unit, readers will develop concepts of print as well as early reading behaviors and identities. At the beginning of this unit, you may want to establish some rules and routines for readers workshop with some additional launching lessons of your choosing. These lessons are included in the resource section and should be added into this unit as you see fit. Please do not take longer than two school weeks for these additional launching lessons, as this unit should be in full swing by mid September. In the first bend, the focus will teach children that reading is all around them. They move from trying to read the print that is in their world to trying to read information books. Then, in the second bend, the readers will use familiar storybooks' pictures and their words to construct the story. Eventually, through rereading and coaching the students will move closer to using some of the actual book language and "read" these old favorites.

#### Recommended Pacing

8 weeks (September-October)

#### Standards

##### Reading: Literature

RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

##### Reading: Informational Text

RI.K.1	With prompting and support, ask and answer questions about key details in a text.
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RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
Reading: Foundational Skills	
RF.K.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> <li>1. Follow words from left to right, top to bottom, and page by page.</li> <li>2. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>3. Understand that words are separated by spaces in print.</li> <li>4. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ol>
RF.K.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>1. Recognize and produce rhyming words.</li> <li>2. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>3. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol>
RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ol style="list-style-type: none"> <li>1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</li> <li>2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>3. Read high-frequency and sight words with automaticity.</li> <li>4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</li> </ol>
RF.K.4	<p>Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding.</p> <p>B. Read grade level text for purpose and understanding.</p>
Writing	

WK.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic
WK.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
WK.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening	
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Language	
LK.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print many upper- and lowercase letters. B. Use frequently occurring nouns and verbs. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ). D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ). E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ). F. Produce and expand complete sentences in shared language activities.
LK.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. A. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i> ). B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
LK.5	With guidance and support from adults, explore word relationships and nuances in word meanings. A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their

	<p>opposites (antonyms).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings</p>
LK.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**Instructional Focus**

<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>• Readers read the world by reading to themselves and with others.</li> <li>• Readers use favorite storybooks to connect words to what they are reading and connecting pages in books.</li> </ul>	<ul style="list-style-type: none"> <li>• How do readers read the world?</li> <li>• How do readers use favorite storybooks to become better readers?</li> </ul>

**Evidence of Learning (Assessments)**

**Unit Common Assessment:**  
 Pre- DIBELS (First Sound Fluency, Letter Name Fluency)

- “DIBELS Next” Resources

Post- Concepts of Print (repeat in Dec. for students scoring below benchmark level)

- Directions
- Implications
- Recording Form

**Reading:**

- TC Running Record Reading Assessments

**Objectives (SLO)**

**Launching Reading Workshop**

Prior to beginning this unit, you should spend no more than two weeks launching reading workshop with your students. This is a great time to spend some time building excitement for reading and setting expectations, routines, and procedures. To support you with planning, you may want to generate ideas from the link below.

- Ideas for Launching Reading Workshop

**GETTING READY:**

- Gather a selection of learn-about-the-world books and old favorite storybooks for students to read. Don’t worry about levels- make them high interest.
- Bend I is all about the nonfiction books for kids- but it is your time to read aloud the old favorite storybooks to refer back to in Bend II.

- Pull out *The Three Billy Goats Gruff* and *The Carrot Seed* for old favorites. Pull out *The Beetle Alphabet Book* as a learn-about-the-world book. (other suggestions of old favorites are: *Caps for Sale*, *Koala Lou*, and *Harry and the Dirty Dog*)
- Chart paper, teaching point Post-its, blank Post-its
- Write the song lyrics to the “*We are Gathering*” song onto chart paper (session 1)
- Make “Private” and “Partner” reading signs on colored paper(session 3)
- Pull out *Mrs. Wishy Washy* for shared reading.

Students will know: (Goals)	Students will be able to: (Teaching Points)
<p>BEND I : Students will Read the World</p> <p>GOAL: Readers read the world by reading to themselves and with others.</p> <p>-----</p> <p>-</p> <p style="text-align: center;"><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Convey the expectations of private reading time. (Session 2)</li> <li>● Be a proficient partner to launch and lift children’s partner reading work. (Session 3)</li> <li>● Support management and assess concepts of print. (Session 4)</li> <li>● Assess concepts of print and observe kids’ reading behaviors. (Session 5)</li> <li>● Support language development by encouraging students to talk about what they read. (Session 6)</li> <li>● Help children develop identities as readers. (Session 7)</li> <li>● Meet children where they are. (Session 8)</li> </ul>	<ul style="list-style-type: none"> <li>● Readers read the world. Readers walk through the world on the lookout for things to read. (Session 1: mini-lesson)</li> <li>● Readers don’t just read stories; they also read books to learn about the world. (Session 2:mini-lesson)</li> <li>● Readers read by themselves and with others. ( Session 3:mini-lesson)</li> <li>● Readers read a book from cover to cover. (Session 4: mini-lesson)</li> <li>● Readers reread and monitor themselves. (Session 5:mini-lesson)</li> <li>● Readers reread a book by putting all the pages together. (Session 6: mini-lesson)</li> <li>● Readers reread to rethink. (Session 7: mini-lesson)</li> <li>● Readers’ rereading helps them to learn from words in books, too. (Session 8: mini-lesson)</li> <li>● Readers can sound like teachers too. (Session 9: mini-lesson)</li> <li>● Readers can read stories they have heard a zillion times. (Session 10: mini-lesson)</li> <li>● Readers work hard to make the words they read match the page they are reading. (Session 11: mini-lesson)</li> </ul>
<p>BEND II: Reading Old Favorite Storybooks</p> <p>GOAL: Readers use favorite storybooks to connect words to what they are reading and connecting pages in books.</p> <p>-----</p> <p>-</p> <p style="text-align: center;"><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Energize students around old favorite storybook reading. (Session 10)</li> </ul>	<ul style="list-style-type: none"> <li>● Readers know how to get their own old favorite storybooks. (Session 12: mini- lesson)</li> <li>● Readers use exact character words. (Session 13:mini-lesson)</li> <li>● Readers reread old favorites, remembering to say more and more of the story. (Session 14:mini-lesson)</li> <li>● Readers use special connecting words to put storybook pages together. (Session 15: mini-lesson)</li> <li>● Readers use more and more words that are exactly the same in their old favorites. (Session 16: mini-lesson)</li> <li>● Readers can point to and read some words in their old favorites. (Session 17: mini-lesson)</li> </ul>

- Make more meaning from books by following the actions closely. (Session 11)
- Support student development over time. (Session 13)
- Move kids toward more sophisticated reading of an old favorite storybook. (Session 14)
- Support readers in linking pages of text. (Session 15)
- Invest in language and early reading behaviors (Session 16)
- Focus on word reading and meaning making. (Session 17)
- Challenge partners to stop and check their reading. (Session 18)

- Readers work with their partners, using all they know, to read old favorites. (Session 18:mini-lesson)
- Readers celebrate old favorite storybooks and learn-about-the-world reading, too. (Session 19:mini-lesson)

### **Read Aloud:**

Throughout the unit, outside of reading workshop, readers should be exposed to richer literature than the books they are reading independently through interactive read alouds; therefore, in this unit, you should choose picture books that feature engaging plotlines, colorful story language, and new vocabulary.

In this unit, *The Carrot Seed*, by **Ruth Krauss**, is a planned interactive read aloud because it is a tightly structured story and yet brief and accessible enough that once your children have heard it often, some will be able to approximate reading the actual words. During this planned interactive read aloud, the teacher will model for the students and prompt students to turn and talk, when appropriate. All students should be working with their partners to turn and talk during the interactive read aloud. The planned read aloud, provided in the unit, provides five sessions; in sessions two through five, the teacher would re-read the text, *The Carrot Seed*, from a new lens to deepen the thinking. The lesson plan can be found at the back of reading unit 1 (p. 114).

### **Shared Reading:**

Throughout this unit, outside of reading workshop, readers should have opportunities to revisit texts as a class that present a rhyme and pattern to support children in phonological awareness and help them hold onto the text. Teachers may want to choose texts that are fun and accessible, because this is a time to welcome children into the world of print.

In this unit, *Mrs. Wishy-Washy*, by Joy Cowley is suggested. The same text will be shared across multiple days, each day with a different focus. The lesson plan can be found at the back of reading unit 1 (p. 122).

Below are suggested lenses, in this unit, for each day's shared reading time:

DAY ONE: Falling in Love with the Book

- Readers develop early concepts about print, language structure, phonological awareness (rhyming and wordplay), and comprehension.

DAY TWO: Looking Closely at Pictures

- Readers study pictures to notice more details

DAY THREE: Wordplay

- Readers highlight word patterns, familiar words, and play with rhyme.

DAY FOUR: Fluency

- Readers read with fluency, at the proper rate, and with prosody (making sure the text sounds right).

DAY FIVE: Extending the Text

- Readers recall strategies learned across the week to read as independently as they can and extend comprehension through interactive writing, drama, or talking about the book. Small copies of the book can be made available for children to read on their own.

## Suggested Resources/Technology Tools

### School-To-Home Connection Parent Letter

#### Mentor Texts:

Demonstration Texts:

*The Three Billy Goats Gruff*, by Paul Galdone

*The Beetle Alphabet Book*, by Jerry Pallotta and David Biedrzycki

“*We are Gathering*” song

#### Read-Aloud and Shared Reading Texts:

*Mrs. Wishy-Washy* by Joy Cowley (Wright Group/McGraw-Hill)

*The Carrot Seed* by Ruth Krauss

#### Launching Lessons

#### Websites:

Storyline Online

ABCya

Starfall

Teachers College Reading and Writing Project Website

#### iPad Apps:

ABCya

MeeGenius

### Correlations to the Common Core State Standards

#### Anchor Charts

We Are Readers!

Color / B&W

Readers Read with a Partner

Color / B&W

Readers LEARN from Books, too!

Color / B&W

We Are Storybook Readers!

Color / B&W

#### Session 1



"We Are Gathering" song lyrics  
"We Are Readers!" anchor chart

**Session 2**

"We Are Gathering" song lyrics

**Session 3**

Private Reading and Partner Reading signs  
"Readers Read with a Partner" anchor chart

**Session 4**

Private Reading and Partner Reading signs  
"Readers Read with a Partner" anchor chart

**Session 5**

Private Reading and Partner Reading signs

**Session 6**

Private Reading and Partner Reading signs  
"We Are Readers!" anchor chart  
"Readers Read with a Partner" anchor chart

**Session 7**

Private Reading and Partner Reading signs  
First Conferences Conferring Sheet

**Session 8**

"Readers Learn from Books, Too!" anchor chart  
"Readers Read with a Partner" anchor chart

**Session 9**

Figure 9-1: "Typical Gr K writing"

**Session 10**

Private Reading and Partner Reading signs  
Emergent Storybooks List  
"We Are Gathering" song lyrics  
"Stages of Emergent Storybook Reading" chart  
"We are Storybook Readers!" anchor chart

**Session 11**

"We Are Gathering" song lyrics  
"Stages of Emergent Storybook Reading" chart  
"We are Storybook Readers!" anchor chart

**Session 12**

Figure 12-1 A letter to parents recruiting their support in making more Old Favorite Storybooks

### ***Session 13***

Emergent Reading Conferring Sheet  
"We are Storybook Readers!" anchor chart  
"Readers Read with a Partner" anchor chart

### ***Session 14***

"We are Storybook Readers!" anchor chart

### ***Session 15***

"Stages of Emergent Storybook Reading" chart  
"We are Storybook Readers!" anchor chart  
Figure 15-1: "A 3-page teacher story"

### ***Session 16***

"Stages of Emergent Storybook Reading" chart  
"We are Storybook Readers!" anchor chart

### ***Session 17***

Figure 17-1: Teacher story with labels  
"We are Storybook Readers!" anchor chart

### ***Session 18***

"We are Storybook Readers!" anchor chart  
"Readers Read with a Partner" anchor chart  
"Readers LEARN from Books, Too!" anchor chart

### ***Read Aloud***

Read Aloud Prompts for The Carrot Seed  
Color / B&W

## 21st Century Life and Career Standards

- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation. .
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## Unit 1b - Writing

### Launching the Writing Workshop (Book 1)

#### Summary and Rationale

In this unit, writers will launch into the work of being writers. Prior to using the Lucy Calkin’s unit, “Launching the Writing Workshop”, students will need to take part in a mini “Immersion” exploration that will help them understand the expectations, routines, and procedures of writing workshop. This should take approximately 2-3 weeks. Then, after the Immersion unit, you will begin planning from the Unit 1 spiral. Suggestions for teaching points in the Immersion unit are listed below above the teaching points in the first bend. During the first bend, the focus will be on introducing our writers to the writing workshop and helping writers understand how to think of a topic, draw it, and approximate writing. Then, in the second bend, writers learn to elaborate their writing by adding more pages to make a homemade book. Next, in bend three, writers continue to make homemade books as they write “Small Moment Stories”, or true stories from their lives. Finally, in the fourth bend, writers revise, edit, publish, and share their stories.

#### Recommended Pacing

8 weeks (September-October)

#### Standards

Reading: Literature

RL.K.1

With prompting and support, ask and answer questions about key details in a text.

Reading: Informational Text

R.I.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
Reading: Foundational Skills	
R.F.K.1	Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> <li>1. Follow words from left to right, top to bottom, and page by page.</li> <li>2. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>3. Understand that words are separated by spaces in print.</li> <li>4. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ol>
R.F.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> <li>1. Recognize and produce rhyming words.</li> <li>2. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>3. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol>
R.F.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <ol style="list-style-type: none"> <li>1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</li> <li>2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>3. Read high-frequency and sight words with automaticity.</li> <li>4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</li> </ol>
R.F.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. <ol style="list-style-type: none"> <li>A. Read emergent-readers with purpose and understanding.</li> <li>B. Read grade level text for purpose and understanding.</li> </ol>
Writing	
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Speaking and Listening	
S.L.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges.
S.L.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
S.L.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
S.L.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Language	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print many upper- and lowercase letters. B. Use frequently occurring nouns and verbs. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ). D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ). E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ). F. Produce and expand complete sentences in shared language activities.
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize the first word in a sentence and the pronoun <i>I</i> . B. Recognize and name end punctuation. C. Write a letter or letters for most consonant and short-vowel sounds (phonemes). D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Integration of Technology	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

## Instructional Focus

### Enduring Understandings:

- Writers start with something to say and then do everything they can to put that meaning onto the page.
- Writers reread what they have written, realize they have more to say, and add on to their writing.
- Writers write focused, true stories.
- Writers revise and edit stories to make those stories the best they can be.

### Essential Questions:

- How do writers put their thoughts onto the page?
- How do writers add more information to their writing?
- How do writers write about true stories from their lives?
- How do writers fix up their writing to be published?

### Evidence of Learning (Assessments)

#### Unit Common Assessment:

- **On demand post** (use writing prompt for “narrative”)
  - Assess Elements: Overall, Lead, Transitions, Elaboration, Craft (see Writing Rubrics below)

#### Writing:

- TCRWP Writing Rubrics and Student Editing Samples
- TCRWP Editing Checklists

### Objectives (SLO)

#### Launching Writing Workshop

- Please keep in mind, before starting the “Launching Writing Workshop” spiral for Book 1, you will plan your lessons using Bend 0: IMMERSION - see below. This Immersion mini unit should take approximately 2-3 weeks. The purpose is to support your Kindergarteners with understanding expectations, routines, and procedures for writing workshop, as well as creating an exciting, motivating environment and buzz for writing.

#### GETTING READY:

- Choose writing paper- starting with blank paper and paper with a large picture space with one line- ending the unit with booklets
- Put together writing caddies- pens, a date stamp, a mini stapler, tape, extra paper, Post-its, and strips and flaps that students can add on to their writing
- Choose a type of writing folder/binder for each student
- Pull out *Freight Train* by Donald Crews and *Creak! Said the Bed* by Phyllis Root

### Students will know: (Goals)

### Students will be able to : (Teaching Points)

BEND 0: Immersion

GOAL: Students will begin to look at themselves as writers and experiment with writing through comfortable vessels such as speaking and drawing. [Teaching points are intended to be introductory and teachers may choose to customize lessons to fit the structure of their class.]

- Students will identify themselves as writers as they begin to understand that writing is an umbrella term that includes speaking, drawing, and coloring. Teachers may choose to create a class book, for example, “Mr./Mrs. Smith’s Writers” and allow each student to contribute a self-portrait as a writer.
- Students will recognize that Writer’s Workshop is a special time of day with different components. Students will discuss behavioral expectations for the different parts of Writer’s Workshop: mini-lesson, shared writing, independent writing, and share time. Teachers may choose to create anchor charts for expectations.
- Writers take multiple steps in order to get their thoughts onto a page. Writers think, say, draw. Teachers may choose to begin an anchor chart about “What Writers Do” to elaborate on as students learn more about the writing process.
- When writers draw, they use pencil first because everyone makes mistakes and mistakes help them learn. *At this point, teachers may choose to elaborate and extend this lesson on drawing/coloring and include strategies for drawing/coloring neat and detailed pictures.*
- Writers can tell stories through their drawings. Writers should revisit “What Writers Do” anchor chart and remember to think, say, and draw in that order.
- When writers draw stories, they should include who was there, what happened first, next, then, and last.
  - You may want to use storytelling to help generate ideas for stories.
- Writers do not always finish their writing/drawing during one workshop period. Writers use a “Writing Folder” to store their writing and writing resources. Writing folders have a section for work that is still being worked on and finished work. *At this point, teachers may want to establish expectations, routines, and organization for writing folders or binders.*

<p>BEND I: We are all writers.</p> <p>GOAL: Writers start with something to say and then do everything they can to put that meaning onto the page.</p> <p>-----</p> <p>-</p> <p style="text-align: center;"><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Anticipate the challenges of these first days. (Session 1)</li> <li>● Help students get ideas onto paper. (Session 2)</li> <li>● Problem solve management concerns. (Session 3)</li> <li>● Study your students' writing to gain insights for future teaching. (Session 4)</li> <li>● Support students in getting words on their papers. (Session 5)</li> </ul>	<ul style="list-style-type: none"> <li>● Writers teach people what they know using drawings and letters (Session 1: Mini-Lesson).</li> <li>● Writers look back at their writing to see if they can add more to it (Session 2: Mini-Lesson).</li> <li>● Writers come up with solutions to their problems and carry on writing (Session 3: Mini-Lesson)</li> <li>● Writers picture what they want to write about first and then put all of the details onto the page (Session 4: Mini-Lesson).</li> <li>● Writers say words slowly and then write down the sounds that they hear (Session 5: Mini-Lesson).</li> <li>● When writers have an idea that is hard to draw or a word that is hard to spell, they don't quit. Writers keep trying (Session 6: Mini-Lesson).</li> </ul>
<p>BEND II: Writing Teaching Books</p> <p>GOAL: Writers reread what they have written, realize they have more to say, and add on to their writing.</p> <p>-----</p> <p>-</p> <p style="text-align: center;"><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Encourage children to add to their work while nurturing confidence and building enthusiasm. (Session 7)</li> <li>● Coach students to return to unfinished work. (Session 8)</li> <li>● Reflect on your role in the writing conference. (Session 9)</li> <li>● Help writers of varying abilities to put words on their paper. (Session 10)</li> </ul>	<ul style="list-style-type: none"> <li>● When writers want to teach more, they add more pages to their book (Session 7: Mini-Lesson).</li> <li>● Writers know from the start that they will be writing a whole book, and they plan out how that whole book will go (Session 8: Mini-Lesson).</li> <li>● Writing partners help each other add more to their writing (Session 9: Mini-Lesson).</li> <li>● Young writers say words slowly, over and over again, to write all of the sounds that they hear (Session 10: Mini-Lesson).</li> <li>● Writers pause before they finish a piece and use a checklist to make sure their writing is the best it can be before publishing it (Session 11: Mini-Lesson).</li> </ul>



<p>BEND III: Writing Stories</p> <p>GOAL: Writers write focused, true stories.</p> <p>-----</p> <p>-</p> <p style="text-align: center;"><b>Suggestions for Differentiation</b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Help writers tell their stories. (Session 12)</li> <li>● Help students stretch their stories across multiple pages. (Session 13)</li> <li>● Remind children that writers make time to write words. (Session 14)</li> <li>● Coach ELLs. (Session 15)</li> <li>● Nudge students toward next steps. (Session 16)</li> </ul>	<ul style="list-style-type: none"> <li>● Writers get ready to write by telling their stories (Session 12: Mini-Lesson).</li> <li>● Writers plan how their stories will go by touching each page as they tell their story (Session 13: Mini-Lesson).</li> <li>● Writers add details to their writing by thinking about where they were, who they were with, and what they were doing in their story (Session 14: Mini-Lesson).</li> <li>● Writers spell words as best they can by stretching out the word slowly, listening closely to the sounds they hear, and then writing those sounds down (Session 15: Mini-Lesson).</li> <li>● Writers bring their stories to life by making their characters talk (Session 16: Mini-Lesson).</li> <li>● Writers reread their stories, drawing on everything they know to improve them (Session 17: Mini-Lesson).</li> </ul>
<p>BEND IV: Preparing for Publication</p> <p>GOAL: Writers revise and edit stories to make those stories the best they can be.</p> <p>-----</p> <p>-</p> <p style="text-align: center;"><b>Suggestions for Differentiation</b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Support students as editors. (Session 18)</li> </ul>	<ul style="list-style-type: none"> <li>● Writers edit their writing by rereading their words and rewriting them if necessary to make their writing more readable to themselves and others (Session 18: Mini-Lesson).</li> <li>● Writers share their writing with an audience and celebrate becoming a published author (Session 19: Mini-Lesson).</li> </ul>
<p><b>Suggested Resources/Technology Tools</b></p>	
<p><b>School-To-Home Connection Parent Letter</b></p> <p><b>Mentor Texts:</b></p> <ul style="list-style-type: none"> <li>● <i>Freight Train</i>, by Donald Crews</li> <li>● <i>Creak! Said the Bed</i>, by Phyllis Root (or a text with speech bubbles or short bits of dialogue)</li> <li>● <i>Naked Mole Rat Gets Dressed</i>, by Mo Willems (or a text that shows action through illustrations)</li> <li>● <i>Farm Animals</i> (or books with more than one author)</li> </ul> <p><b>Websites:</b>  Starfall  Kinderworld</p> <p><b>iPad Apps:</b>  BrightStart  Little Writer for Kids  Phonics Awareness</p>	

Puppet Pals  
Doodle Buddy  
ABC Alphabet Lite  
ABC Magic  
Farmyard

Correlations to the NJSLs

### ***Anchor Charts***

When We Are Done We Have Just Begun  
Color / B&W  
I Can Revise My Teaching Book!  
Color / B&W  
How to Write a True Story  
Color / B&W

### ***Session 1***

FIG. 1-1 Fabian's writing  
FIG. 1-2 Joseline's writing  
FIG. 1-3 Isabella's writing

### ***Session 2***

FIG. 2-1 Daniel's piece  
FIG. 2-2 Sophie's drawing  
Chart: When We Are Done...  
Anchor chart: When We Are Done We Have Just Begun!

### ***Session 3***

FIG. 3-1 Shari's writing: *Elevator*

### ***Session 4***

FIG. 4-1 Gabriela's writing  
FIG. 4-2 Teacher demonstration  
FIG. 4-3 Fabian's addition  
FIG. 4-4 Fabian's writing  
FIG. 4-5 Margay's writing  
FIG. 4-6 Ryan's writing  
FIG. 4-7 Sebastian's detailed drawing  
FIG. 4-8 Aleysha's writing

### ***Session 5***

FIG. 5-1 Draco's writing  
FIG. 5-2 Paloma's writing  
FIG. 5-3 Class playground piece

### ***Session 6***

FIG. 6-1 Nicky's writing  
FIG. 6-2 Zoe's writing

## ***Session 7***

FIG. 7-1 Luka's scroll  
Chart: When We Are Done...  
Anchor chart: When We Are Done We Have Just Begun!  
FIG. 7-2 Deja's writing  
FIG. 7-3 Paloma's writing  
Chart: I Can Revise My Teaching Book  
Anchor chart: I Can Revise My Teaching Book!

## ***Session 8***

FIG. 8-1 Aleysha's writing  
FIG. 8-3 Zoey's writing

## ***Session 9***

FIG. 9-1 Teacher's drawing of the honeycomb  
FIG. 9-2 Evelyn's writing  
Chart: I Can Revise My Teaching Book  
Anchor chart: I Can Revise My Teaching Book!  
FIG. 9-3 Fabian's first page

## ***Session 10***

FIG. 10-1 Teacher's drawing of a swarm of bees  
FIG. 10-2 Teacher's drawing with words added  
FIG. 10-3 Deleana's writing  
FIG. 10-4 Jordan's writing  
FIG. 10-5 Part of a high-frequency word chart

## ***Session 11***

Information Writing Checklist, Kindergarten and Grade 1  
FIG. 11-1 Draco's writing  
FIG. 11-2 Clarissa's writing

## ***Session 12***

FIG. 12-1 Yatri's writing  
Chart: When We Are Done...  
Anchor chart: When We Are Done We Have Just Begun!  
FIG. 12-2 Liam's writing  
FIG. 12-3 Mikey's writing  
FIG. 12-4 Matthew's writing  
FIG. 12-5 Emma's writing

## ***Session 13***

Chart: How to Write a True Story  
Anchor chart: How to Write a True Story  
FIG. 13-2 Joseline's writing  
FIG. 13-3 Zoe's writing

## ***Session 14***

FIG. 14-1 My writing

Chart: How to Write a True Story  
Anchor chart: How to Write a True Story  
FIG. 14-2 Hevin's writing  
FIG. 14-3 James's writing

### ***Session 15***

FIG. 15-1 Draco's writing

### ***Session 16***

Chart: How to Write a True Story  
Anchor chart: How to Write a True Story  
FIG. 16-1 Hailey's writing

### ***Session 17***

Chart: How to Write a True Story  
Anchor chart: How to Write a True Story  
Narrative Writing Checklist, Kindergarten and Grade 1  
FIG. 17-1 Joseline's writing

### ***Session 18***

FIG. 18-1 Tanisa's writing  
FIG. 18-2 Gabriela's writing  
Narrative Writing Checklist, Kindergarten and Grade 1

### ***Session 19***

FIG. 19-1 Casey's favorite page  
FIG. 19-2 Deja's writing  
FIG. 19-3 Evelyn's writing  
FIG. 19-4 Natalie's writing  
FIG. 19-5 Johanna's writing

### ***Writing Paper Choices***

Paper Choice: Box with 2 Lines (Horizontal)  
Paper Choice: Box with 3 Lines (Horizontal)  
Paper Choice: Letter  
Paper Choice: Dedication Page  
Paper Choice: Box Only - for Poster, Sign, or Large Picture  
Paper Choice: Box with 5 Lines  
Paper Choice: Booklet Page - Box with 4 Lines  
Paper Choice: Booklet Page - Box with 7 Lines  
Paper Choice: Divided Box and 4 Lines  
Paper Choice: Divided Box and 5 Lines  
Paper Choice: Heading, Box, and 5 Lines  
Paper Choice: Heading, Box, and 6 Lines  
Paper Choice: 8 Lines (No Box)

## 21st Century Life and Career Standards

- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## Super Powers: Reading with Print Strategies and Sight Word Power (Book 2)

### Summary and Rationale

In this unit, readers will learn that they have lots of “super powers” (strategies) to read with even greater skill! Readers will understand that the print conveys meaning. In the first bend, the focus is on “super powers” for reading. The spotlight will be on “pointer power” which is pointing as they read familiar texts, using one-to-one matching, tapping each word just once, checking that their reading makes sense, and pointing to words they know “in a snap.” Then, in the second bend, readers will move from familiar texts to unfamiliar ones remembering to use their “super powers”. Readers will learn that it helps to use a combination of strategies when reading (use picture clues, begin to search visual information, use the sound of the first letter of a word and newly learned snap words, and develop persistence as readers when they feel stuck). In the final bend, readers will draw on all of their “super powers” as they read.

### Recommended Pacing

8 weeks (November-December)

### Standards

#### Reading: Literature

RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10	Actively engage in group reading activities with purpose and understanding.

#### Reading: Informational Text

RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.10	Actively engage in group reading activities with purpose and understanding.
Reading: Foundational Skills	
RF.K.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> <li>1. Follow words from left to right, top to bottom, and page by page.</li> <li>2. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>3. Understand that words are separated by spaces in print.</li> <li>4. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ol>
RF.K.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>1. Recognize and produce rhyming words.</li> <li>2. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>3. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol>
RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ol style="list-style-type: none"> <li>1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</li> <li>2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>3. Read high-frequency and sight words with automaticity.</li> <li>4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</li> </ol>
RF.K.4	<p>Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding.</p> <p>B. Read grade level text for purpose and understanding.</p>
Writing	
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Speaking and Listening

SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges.
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Language

L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print many upper- and lowercase letters. B. Use frequently occurring nouns and verbs. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ). D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ). E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ). F. Produce and expand complete sentences in shared language activities.
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize the first word in a sentence and the pronoun <i>I</i> . B. Recognize and name end punctuation. C. Write a letter or letters for most consonant and short-vowel sounds (phonemes). D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. A. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ). B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Interdisciplinary Connections



Standards: Social Studies

6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.

6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.

6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

Integration of Technology

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

### Instructional Focus

#### Enduring Understandings:

- Readers point, tap, and rely on partners to read the actual words.
- Readers build strategies to tackle difficult words by using the pictures, the first letter of the word, and reading “snap” words.
- Readers bring books to life by using their voices, punctuation, and talking about the story.

#### Essential Questions:

- How can I read what the words actually say?
- How can I tackle tricky words?
- How can I use my voice to read smoothly and understand the book?

#### Evidence of Learning (Assessments)

##### Reading:

- TC Running Record Reading Assessments

#### Objectives (SLO)

#### GETTING READY:

- Gather books for book tubs for independent and partner reading times
- Place copies of charts or tools like class name chart, an alphabet chart, and word wall charts in tubs for readers to read
- By the end of Bend II start book baggies
- Gather mentor texts: songs and chants like “The Itsy-Bitsy Spider”; *In the Garden* by Annette Smith, Beverley Randell, and Jenny Giles; *It’s Super Mouse* by Phillis Root
- Some sort of pointer (like a tongue depressor) for each reader -(Bend 1)
- Gather Read Aloud and Shared Reading books: *So Much* by Trish Cooke and *Brown Bear, Brown Bear, What Do You See?* By Bill Martin Jr and Eric Carle

Students will know: (Goals)

Students will be able to: (Teaching Points)

<p>BEND I: Readers use super powers to look and point, and then read everything.</p> <p>GOAL: Readers point, tap, and rely on partners to read the actual words.</p> <p>-----</p> <p>-</p> <p style="text-align: center;"><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Rally around the new work of the unit while collecting valuable data. (Session 1)</li> <li>● Support children at different levels of proficiency. (Session 2)</li> <li>● Support students who are below benchmark. (Session 3)</li> <li>● Use small groups shared reading to support one-on-one matching. (Session 4)</li> <li>● Monitor partnerships to see if they are applying all they've learned. (Session 5)</li> </ul>	<ul style="list-style-type: none"> <li>● Readers use the power of pointing under each word to read what it actually says (Session 1: Mini-Lesson).</li> <li>● Readers use their pointer power to make sure the number of words they read matches the number of times they point. If there are leftover words or extra words read, readers go back, reread, and make it match (Session 2: Mini Lesson).</li> <li>● Readers give each word just one tap when they use pointer power, even the long words (Session 3: Mini-Lesson).</li> <li>● Readers can fix their pointer power by reading words they know in a snap to keep track of their right words (Session 4: Mini-Lesson).</li> <li>● Reading partners can strengthen their reading by double checking each other's pointing power (Session 5: Mini-Lesson).</li> </ul>
<p>BEND II: Readers use strategies to tackle even the hardest words.</p> <p>GOAL: Readers build strategies to tackle difficult words by using the pictures, the first letter of the word, and reading "snap" words.</p> <p>-----</p> <p>-</p> <p style="text-align: center;"><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Support readers through guided reading. (Session 6)</li> <li>● Support readers in building a bank of high-frequency words. (Session 7)</li> <li>● Support students with a variety of small groups. (Session 8)</li> <li>● Check in with individual readers to follow up with students' goals. (Session 9)</li> </ul>	<ul style="list-style-type: none"> <li>● Readers use picture to help them predict and read unfamiliar words. (Session 6: Mini-Lesson).</li> <li>● Readers make more snap words for themselves. (Session 7: Mini-Lesson).</li> <li>● Readers look at the first letter and say the first sound to help them predict and read an unfamiliar word. (Session 8: Mini-Lesson).</li> <li>● Readers try one thing and then another when they are stuck. (Session 9: Mini-Lesson).</li> <li>● Readers monitor which reading powers they use the most and set goals to use others more. (Session 10: Mini-Lesson).</li> </ul>
<p>BEND III: Readers bring their reading to life by rereading with more fluency, expression, and even a little drama.</p>	<ul style="list-style-type: none"> <li>● When readers use all their super powers, they can bring books to life. Readers can read books to others with smooth voices (Session 11: Mini-Lesson).</li> </ul>

GOAL: Readers bring books to life by using their voices, punctuation, and talking about the story.

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***Suggestions for Differentiation***

***Conferring/Small Group Instruction***

*(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)*

- Coach readers to develop their fluency. (Session 11)
- Readers use the pattern to sing out their books. (Session 12)
- Push high-level readers to tackle new challenges. (Session 13)
- Put it all together: integrating meaning, structure, and visual cues. (Session 15)
- Support students in preparing for the gift of reading. (Session 17)

- Readers use the pattern to sing the words that are the same on every page. Patterns help readers read faster and smoother (Session 12: Mini-Lesson).
- Readers use punctuation to figure out how to read so the book so it comes to life for listeners (Session 13: Mini-Lesson).
- Readers use their voices in different ways as they read to show they understand the book. They match their tone to the feelings in the book (Session 14: Mini-Lesson).
- Readers can activate book talk power by not only reading books, but talking about books, too. Readers can start book talk power by introducing their book to their partner and reading it together (Session 15: Mini-Lesson).
- Readers see things in books that seem important, surprising, or funny. Readers talk about their book by retelling it to their partner (Session 16: Mini-Lesson).
- Readers share their gift of reading by reading to others (Session 17: Mini-Lesson).

**Read-Aloud:**

Throughout this unit, outside of reading workshop, readers should be exposed to richer literature than the books they are reading independently through interactive read alouds; therefore, in this unit, you should choose picture books that feature engaging characters and strong story language, much like the emergent storybooks you read across the last unit. Choose picture books that are similar to Kevin Henkes' *Wemberly Worried*, Rosemary Wells' *Yoko*, or Audrey Penn's *The Kissing Hand*.

In this unit, *So Much!*, by Trish Cooke, is a planned interactive read aloud and post-it notes are provided in the unit of study to support the implementation of the read aloud. During this planned interactive read aloud, the teacher will model for the students and prompt students to turn and talk, when appropriate. All students should be working with their partners to turn and talk during the interactive read aloud. The planned read aloud, provided in the unit, provides two sessions; in session two, the teacher would re-read the text, *So Much!*, from a new lens to deepen the thinking. The lesson plan can be found at the back of reading unit 2 (p. 102).

**Shared Reading:**

Throughout this unit, outside of reading workshop, readers should have opportunities to revisit texts as a class from different lenses. Teachers may want to choose texts just above the benchmark text level for this time of year.

In this unit, *Brown Bear, Brown Bear, What Do You See?*, by Bill Martin Jr, and a familiar song, text, or chart of your choice, such as the "alphabet chart", are suggested. The same text will be shared across multiple days, each day with a different focus. The lesson plan can be found at the back of reading unit 2 (p. 109).

Below are suggested lenses, in this unit, for each day's shared reading time:

DAY ONE: Falling in Love with the Book

- Readers listen to the rhymes, use the pictures to guess the word (building meaning), and work on one-to-one matching.

DAY TWO: Looking Closely at Pictures

- Readers study the pictures to notice more details and use the pictures to help find words.

DAY THREE: Word Play

- Readers highlight high-frequency words and play with rhyme.

DAY FOUR: Fluency

- Readers will read more smoothly, automatically, and with appropriate rate, prosody and intonation, as well as begin to attend to punctuation.

DAY FIVE: Extending the Text

- Readers use strategies they've built across the week to reread the text and extend comprehension.

## Suggested Resources/Technology Tools

### School-To-Home Connection Parent Letter

#### Mentor Texts:

Demonstration Texts

“The Itsy-Bitsy Spider” song

*It's Super Mouse*, by Phyllis Root

*In the Garden*, by Annette Smith, Beverley Randell, and Jenny Giles

Read-Aloud and Shared Reading Texts

*So Much*, by Trish Cooke

*Brown Bear, Brown Bear, What Do You See?*, by Bill Martin Jr. and Eric Carle

Websites:

Teachers College Reading and Writing Project Website

Starfall

Free Rice

Scholastic Book Wizard

#### ***Correlations to the Common Core State Standards***

#### ***Anchor Charts***

We Are Super Readers!

Color / B&W

Readers Read with a Partner

Color / B&W

#### ***Session 1***

Link to Spider-Man Theme Song

"Readers Read with a Partner" anchor chart

#### ***Session 2***

Link to finger flashlights

"Readers Read with a Partner" anchor chart

#### ***Session 3***

Link to "The Clean Up Song" lyrics

***Session 4***

"Readers Read with a Partner" anchor chart

***Session 5***

Private Reading and Partner Reading signs  
"Readers Read with a Partner" anchor chart

***Session 6***

"We Are Super Readers!" anchor chart  
"Readers Read with Partners" anchor chart

***Session 7***

"We Are Super Readers!" anchor chart  
Word Identification Assessment sheet

***Session 8***

"We Are Readers!" anchor chart

***Session 9***

"We Are Super Readers!" anchor chart  
"Readers Read with a Partner" anchor chart

***Session 11***

"We Are Super Readers!" anchor chart

***Session 12***

"We Are Super Readers!" anchor chart

***Session 15***

"We Are Super Readers!" anchor chart

***Session 17***

"We Are Super Readers!" anchor chart

***Read Aloud***

"Readers TALK About Books" chart  
Read Aloud Prompts for So Much!  
Color / B&W

- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## Unit 2b - Writing

### Show & Tell - From Labels to Pattern Books (New Book)

#### Summary and Rationale

This unit channels writers to begin to transfer and apply their knowledge of letters and sounds to labeling items and creating pattern books. During the first bend, you'll invite kids to show and tell about the things that are important to them. They will begin by drawing that object part by part, writing lots of labels onto the drawing, and then revisiting the picture and the labels by adding more onto them. You'll rally your student then to push themselves to be brave spellers. You'll celebrate moments when a child attempts to write a word, even if the resulting spelling doesn't look like the ones in a book; you'll remind your children to use helpful tools such as the name wall, the alphabet chart, and their collection of snap words. In Bend II, students will write lots of books about places they love. You'll tell children that although these places are impossible to bring to show and tell at school, when they write about these places, they can still share them. They will continue to practice inventive spelling, as they label all that they are attempting to share. To support them with putting words on a page, they will study mentor authors to help them makes decision about their own page layouts. Finally, in Bend III, the goal is to get kids writing lots across pages, while learning and using high frequency words and beginning to write sentences. You'll set the stage by inviting kids to turn the classroom into a book factory - a place to write the books that represent topics that are important to real kids. Children will learn that when they write books for kids, it can help to write in a pattern using words they know in a snap - high-frequency words. Keep in mind that Kindergartners need lots of guided practice. As a result, in the share and small group sections of the spiral, you will find lots of interactive writing session ideas.

#### Recommended Pacing

8 weeks (November-December)

#### Standards

Reading: Informational Text

R.I.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
Reading: Foundational Skills	
RF.K.1.	Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> <li>1. Follow words from left to right, top to bottom, and page by page.</li> <li>2. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>3. Understand that words are separated by spaces in print.</li> <li>4. Recognize and name all upper- and lowercase letters of the alphabet</li> </ol>
RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.K.4.	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
Writing	
W.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening	
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> <li>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</li> <li>B. Continue a conversation through multiple exchanges.</li> </ol>

SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
Language	
L.K.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print many upper- and lowercase letters.</p> <p>B. Use frequently occurring nouns and verbs.</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>F. Produce and expand complete sentences in shared language activities.</p>
L.K.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
L.K.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>A. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p>B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p>
L.K.5.	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march,</p>



	strut, prance) by acting out the meanings.
L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Interdisciplinary Connections	
Mathematics	
K.G.	Geometry: B. Analyze, compare, create, and compose shapes.
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● Writers understand that writing is a way to show and tell by using an object that is special to inspire a drawing with labels and by describing it part by part.</li> <li>● Writers can create show-and-tell books about important places by thinking about the parts of the topic, drawing and writing about them on pages in a book, and focusing on words they know.</li> <li>● Writers use patterns to create show-and-tell books by studying mentor authors to find inspiration and noticing that sentences start with an uppercase letter, contain mostly lowercase letters, have words separated by spaces, and end with a punctuation mark.</li> </ul>	<ul style="list-style-type: none"> <li>● How can writers understand that writing is a way to show and tell?</li> <li>● How do writers create show-and-tell books about important places?</li> <li>● How can writers use patterns to create show-and-tell books?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
<p><b>Unit Common Assessment:</b></p> <ul style="list-style-type: none"> <li>● <b>On demand post</b> (use writing prompt for “Informational”) <ul style="list-style-type: none"> <li>○ Assess elements: Overall, Lead, Elaboration, Craft, Spelling (see Writing Rubrics below)</li> </ul> </li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● TCRWP Writing Rubrics and Student Editing Samples</li> <li>● TCRWP Editing Checklists</li> </ul>	
<b>Objectives (SLO)</b>	

**GETTING READY:**

1. Set up an area where children can go to choose the paper on which they will write.
  - a. In the first bend, you'll offer the option of single sheets of blank paper, plus paper that contains a large box and some lines.
  - b. In Bends II and III, you'll channel children to write on stapled booklets, each which contains a cover page and several pages. Each page contains a box for drawing and some lines for writing.
    - i. Since students are moving from single pages to booklets, and to avoid a logjam at your writing center, you might put a stack of blank booklets on the center of tables or hand a booklet to each student during the link of the lesson.
2. You may want to have caddies containing pencils, post its, revision strips, scissors, tape, and glue for students to use when they are writing and making revision on the tables.
3. Keep the "When We Are Done We Have Just Begun" anchor chart displayed.
4. Before starting the unit, send a letter home to parents asking them to send in an object for students to write about.
  - a. You might want to set some ground rules for what the object should be - small enough to fit in a gallon plastic bag, not too costly, and something the students can keep at school for a few days.
5. Choose an object of your own to model with - a stuffed animal or childhood toy.
6. Have a few extra objects such as stuffed animals, action figures, cars - anything high-interest for students to write about.
7. PLAN AHEAD
  - a. In Session 11, it is suggested that your students celebrate with older children from another grade for about a half an hour in your room.
  - b. The second event suggested is a celebration at the end of the unit where you transform your room into a bookstore and invite parents and administrators to visit.

**Suggested Mentor Texts** (for students to refer to during the unit)

- Bends I & II
  - *The Ultimate Book of Vehicles: From Around the World* by Ann-Sophie Baumann
  - *My Fridge: My First Book of Food* (Duopress Labs)
  - *On the Go* by Roger Priddy
  - *Best Little Word Book Ever* by Richard Scarry
  - *My First Farm: Let's Get Working!* by Dawn Sirett
  - *The Big Book of Bugs* by Yuval Zommer
- Bend III
  - Gather lots of patterned concept books with predictable patterns and high-frequency words (from levels A & B)
  - Suggested titles:
    - *Best Friends* by Tina Athaide
    - *Daisy's Party Dress* by Michele Dufresne
    - *Look at Me!* by Eleanor Flegg

Students will know: (Goals)	Students will be able to : (Teaching Points)
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BEND I: Writing Is A Way to Show & Tell

GOAL: Writers understand that writing is a way to show and tell.

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***Suggestions for Differentiation***

*Conferring/Small Group Instruction*

*(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)*

- Session 1
  - Rally children to write and draw about themselves
  - Celebrate tools that help - the name wall and the alphabet chart
  - Write more words on your papers - My
- Session 2
  - Channel high energy into high productivity
  - Write more words
  - Talk time
- Session 3
  - Create transfer between isolated phonics work and writing
  - Writers push themselves to add even more
  - Support writing identities
- Session 4
  - Support reluctant writers
  - Celebrate brave attempts and hard work
  - Use interactive writing to create a class spelling chart
- Session 5
  - Predictable, quick interventions to keep the whole class writing up a storm
  - Prepare a piece for the Museum Store
  - Celebrate with a Show-and-tell Museum Walk

- Writers understand that as writers grow, they draw and write a lot on each page. (Session 1)
- Writers first think, “How will I draw this? What parts do I see?” and then they draw and label all those parts. (Session 2)
- Writers aren’t always moving to the next piece; instead, they return to their writing and find ways to show and tell even more. (Session 3)
- Writers can be brave by using everything they know to spell the best they can. (Session 4)
- Writers understand that writing partners can help each other find ways to make their writing better. (Session 5)

BEND II: Writers Write Show-and-Tell Books about Important Places

GOAL: Writers can create show-and-tell books about important places.

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***Suggestions for Differentiation***

*Conferring/Small Group Instruction*

*(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)*

- Session 6

- Writers can tell about topics, like important places and things, by thinking about the parts of the topic and drawing and writing about them on pages in a book. (Session 6)
- Writers make time for writing words. (Session 7)
- Writers make decision about the ways they put their pictures and words on the page. (Session 8)
- Writers put more details on their pages by adding more words. (Session 9)
- Writers can touch their page and say a sentence that tells what the whole page is about. (Session 10)

- Build momentum for the new work and support idea generation
- Picture our topics in our minds to show them on the page
- Talk and tell to get ready for writing more books
- Session 7
  - Support children as they move through the writing process
  - Set up reminders for writing time
  - Show and tell with partners
- Session 8
  - Support students who are ready to write sentences using interactive writing
  - Use flaps to make books fun to read
  - Give compliments to other writers
- Session 9
  - Give students extra practice with high-frequency words
  - Start your words on the left
  - Turn words into “snap words” - Like
- Session 10
  - Predictable, quick interventions to keep the whole class writing lots!
  - Remind students to remember to reread, especially when writing lots of words
  - Take stock and make plans
- Session 11
  - Compliment writing on their growth
  - Give compliments about pictures, words, or being the boss of their own writing
  - Show off our books and the proud parts

- Writers talk about their writing by sharing what they are making, what they are proud of, and what is tricky. (Session 11)

**BEND III: Using Patterns to Write Show-and-Tell Books**

GOAL: Writers use patterns to create show-and-tell books.

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***Suggestions for Differentiation***

*Conferring/Small Group Instruction*

*(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)*

- Session 12
  - Support volume right from the start of a new bend
  - Do your best to say “next” at tricky words
  - Trade and read books
- Session 13

- Writers can write books that they wish existed in the world - about the people, places, and things that matter to them. (Session 12)
- Writers can write pattern books using high-frequency words. (Session 13)
- Writers notice that sentences start with an uppercase letter, contain mostly lowercase letters, have words separated by spaces, and end with a punctuation mark. (Session 14)
- Writers can make their writing easy to read by slowing down to leave space between words. (Session 15)
- Writers can write more than one sentence on a page by rereading and thinking about what else they can say. (Session 16)
- Writers can think about the endings of their books. (Session 17)

- Support students across a range of writing development stages
- Write “snap words”, fast and furious
- Imagine how books could sound
- Session 14
  - Write different kinds of pattern books, books without patterns, and fancy beginnings to books
  - Show off the places where you made your sentences look like a sentence in a book
  - Interactive editing
- Session 15
  - Predictable, quick interventions to keep the whole class writing
  - Suggest ways to remember to leave spaces
  - Writing partners compliment each other on their sentences
- Session 16
  - Support phonics transfer
  - Add on when your words don’t fit on the page
  - Celebrate
- Session 17
  - Support early revision habits
  - Make endings exciting with exclamation points
  - Share endings with a “symphony share”
- Session 18
  - Celebrate process over product
  - Fancy up one book and then another
  - Sort books to get ready for the Bookstore

- Writers can prepare their writing for an audience by making sure their sentences look like a book, adding more sentences, and ensuring that each book has an ending. (Session 18)
- Writers celebrate their writing by sharing it with others. (Session 19: Bookstore Celebration)

## Suggested Resources/Technology Tools

### School-to-Home Connection Parent Letter

Correlations to the NJSLS

Mentor Text and Suggested Resources List

This list contains all suggested resources and texts cited within *Show and Tell: From Labels to Pattern Books*.

*Anchor Charts*

*To Show and Tell*

Color / B&W

*Brave Spellers*

Color / B&W

*Writing Partners*

Color / B&W

*To Write a Show and Tell Book*

Color / B&W

*Session 1*

"To Show and Tell" anchor chart

Alphabet chart Color / B&W

"How to Learn a Word" anchor chart from Grade K, Unit 1, Units of Study in Phonics

*Session 2*

"To Show and Tell" anchor chart

FIG. 2-1 Teacher drawing with inventive spelling.

FIG. 2-2 Nicholas drew and labeled his stuffed dog.

FIG. 2-3 Valery drew and wrote about her stuffed chick.

*Session 3*

"When We Are Done, We Have Just Begun!" anchor chart from Grade K, Unit 1, Units of Study in Opinion, Information, and Narrative Writing

"To Show and Tell" anchor chart

Link to video of "What I Am" song from Sesame Street

FIG. 3-1 Jeremiah went back and stretched to hear more sounds on his drawing of an elephant.

FIG. 3-2 Braedan stretched to hear more sounds on her cat drawing.

*Session 4*

Alphabet chart Color / B&W

"Brave Spellers" anchor chart

FIG. 4-1 Teacher example with inventive spelling

FIG. 4-2 Andre went back and added more words to his drawing of his Lego tower.

FIG. 4-3 Adele went back and added to her drawing of her Panda.

FIG. 4-4 A student adds to "Brave Spellers" chart

FIG. 4-5 Final "Brave Spellers" chart created through interactive writing

*Session 5*

"Writing Partners" anchor chart

FIG. 5-1 Megan went back and added the high-frequency word the to her drawing of a tower.

FIG. 5-2 Selena went back and added my to her words.

*Session 6*

Paper sample: Cover page

Paper sample: Box with 2 lines

Paper sample: Box with 3 lines

Paper sample: Box with 4 lines

"To Write a Show-and-Tell Book" anchor chart

"Get an Idea" chart

*Session 7*

"Brave Spellers" anchor chart

"Writing Partners" anchor chart

FIG. 7-1 Julie's writing about her house.

*Session 8*

"Writers Decide!" chart

"A Progression of Spelling Development" chart

"Writing Partners" anchor chart

FIG. 8-3 Cora added a flap to her book about the park.

FIG. 8-4 Natalie added a flap to her book about the zoo.

### *Session 9*

Class book, page 1

"To Write a Show-and-Tell Book" anchor chart

"A Progression of Spelling Development" chart

"How to Learn a Word" anchor chart from Grade K, Unit 1, Units of Study in Phonics

FIG. 9-1 Andrew's book about his house.

### *Session 10*

Class book, page 2

"To Write a Show-and-Tell Book" anchor chart

Paper sample: Cover page

Paper sample: Box with 2 lines

Paper sample: Box with 3 lines

Paper sample: Box with 4 lines

"A Progression of Spelling Development" chart

### *Session 11*

"Writers Talk About Their Writing" chart

"Compliment Conference Tips" sheet

Student writing labels template

FIG. 11-1 Anna's writing about her grandmother's house.

### *Session 12*

"To Write a Show-and-Tell Book" anchor chart

### *Session 13*

"Snap Words You May Know (including More Snap Words)" chart

"A Progression of Spelling Development" chart

FIG. 13-1 Teacher making sentences out of high-frequency words.

FIG. 13-2 Paula's pattern book about fashion.

FIG. 13-3 Lucia's pattern book about the movie Frozen

### *Session 14*

FIG. 14-1 Robbie went back to his pattern book about iPads and added a first sentence—his opinion about iPads.

FIG. 14-2 Special Announcement signs

### *Session 15*

Teacher demonstration "Look at me jump."

"Writing Partners" anchor chart

### *Session 16*

"Snap Words You May Know (including More Snap Words)" chart

High-frequency word cards Color / B&W

Link to song "Happy" by Pharrell Williams

My Vowel Chart

"The Writing Song!" lyrics

FIG. 16-1 A student lays out their snap word collection to make a sentence.

### *Session 17*

Teacher demonstration "Dancing is fun!"

"To Write a Show-and-Tell Book" anchor chart

### *Session 18*

Teacher demonstration, "Look at me twist."

"To Write a Show-and-Tell Book" anchor chart

"Snap Words You May Know (including More Snap Words)" chart

### *Session 19*

"Writers Talk About Their Writing" chart

## 21st Century Life and Career Standards

- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>



## Unit 3a - Reading

Emergent Reading: Looking Closely at Familiar Texts (If...Then...Curriculum)

### Summary and Rationale

This unit serves as a review resource for students returning from winter recess. Students built a foundation in concepts of print in Units 1a and 2a, but they may still be developing their letter/sound correspondence. This unit provides support with emergent literacy, concepts about print, and early reading behaviors as well as an introduction to character study. The first bend reminds students how stories go and leads into students' abilities to think more deeply about story elements such as characters and plot. Then, in the second bend, readers learn that studying the pictures closely can help them to notice more in their stories. Finally, in bend three, readers build "book talk" strategies as they learn to talk with others about what they read.

### Recommended Pacing

8 weeks (January-February)

### Standards

Reading: Literature

RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
Reading: Informational Text	
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
Reading: Foundational Skills	
RF.K.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> <li>1. Follow words from left to right, top to bottom, and page by page.</li> <li>2. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>3. Understand that words are separated by spaces in print.</li> <li>4. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ol>
RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.4	<p>Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding.</p> <p>B. Read grade level text for purpose and understanding.</p>
Speaking and Listening	

SL.K.1	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>B. Continue a conversation through multiple exchanges.</p>
SL.K.2	<p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
Language	
LK.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print many upper- and lowercase letters.</p> <p>B. Use frequently occurring nouns and verbs.</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>F. Produce and expand complete sentences in shared language activities.</p>
LK.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● Readers reread and look closely at books they know well to make their reading sound like a story.</li> <li>● Readers reread and write words to look closely and notice more in the story.</li> <li>● Readers invent fun things to do with books they know really well.</li> </ul>	<ul style="list-style-type: none"> <li>● How can I notice more and more in the books I read, and sound more and more like a storyteller?</li> <li>● How can I use print to read, notice details, and understand my books?</li> <li>● How can I read and have conversations about familiar books to help me understand them even better?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
<p><b>Unit Common Assessment:</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● TC Running Record Reading Assessments</li> </ul>	

**Objectives (SLO)**

**GETTING READY**

**\* This unit’s mini-lessons are not as clear cut as other units. Read through the If...Then... curriculum to choose mini-lessons.**

- Refer to the online digital resource linked below in the resources for this unit (helpful hint: print unit).
- Gather emergent storybooks to read aloud and for shared reading such as *Caps for Sale* by Esphyr Slobodkina, *Harry the Dirty Dog* by Gene Zion, *Bunny Cakes* by Rosemary Wells, *Corduroy* by Don Freeman, and *Mike Mulligan and His Steam Shovel* by Virginia Lee Burton.
- A variety of big books that may not have a lot of pictures, but rich in language, such as *The Farm Concert*, *Dan, the Flying Man*, and *Hairy Bear*, all by Joy Cowley.
- Multiple copies of familiar storybooks and shared-reading texts your students know-place these in bins for students to share (many teachers refer to these books as “star books”, “old favorites”, or “emergent storybooks”).
- Strategically assign partnerships.

**Students will know: (Goals)**

**Students will be able to: (Teaching Points)**

BEND I: Readers transfer and extend what they have learned about storytelling to work through difficulties and challenges across many more and different stories.

GOAL: Readers reread and look closely at books they know well to make their reading sound like a story.

- Readers reread old storybooks and don’t just name what they see, they think about feelings and what is happening (Mini-Lesson p. 10).
- Readers retell what is happening in the pictures with a focus on the feelings of the characters in their retell (Mini-Lesson p. 10).
- Readers notice when a character has an especially strong feeling and use a Post-it to mark those pages to share with a partner by acting out and thinking about how the would character feel, look, sound, and act (Mini-Lesson p. 11).

<p>BEND II: Readers reread and use writing to figure out what words to use when they tell a story.</p> <p>GOAL: Readers reread and write words to look closely and notice more in the story.</p>	<ul style="list-style-type: none"> <li>• Readers use “sound power” to segment the sounds in words they say by saying the word very slowly and listening for all the sounds (Mini-Lesson p. 14).</li> <li>• When readers reach a tricky word, they point to the beginning of the word, say the sound, and assimilate the beginning sound with the picture to approximate a word that makes sense.</li> <li>• Readers point and say labels for the pictures in the books they read to help them know which words are important for telling the story (Mini-Lesson p. 13).</li> <li>• Readers use sight words, such as <i>the</i>, <i>a</i>, and <i>and</i> to point and say labels with more than one word (Mini-Lesson p. 15).</li> </ul>
<p>BEND III: Readers read and talk about books in many ways.</p> <p>GOAL: Readers invent fun things to do with books they know really well.</p>	<ul style="list-style-type: none"> <li>• When readers notice something they want to share, they put a Post-it on the page to save it for partner time (Mini-Lesson p. 17).</li> <li>• When readers talk about their book, it looks and sounds different from storytelling across the pages or retelling (Mini-Lesson p. 17-18).</li> <li>• Readers elaborate, by inferring and saying more about why something happened (Mini-Lesson p. 18).</li> <li>• Reading partners can ask each other questions to make their talk stronger and to nudge each other toward higher level thinking and questioning (Mini-Lesson p. 18).</li> <li>• Readers act out parts of their story with a partner with puppets, props, scenery, facial expressions, and actions.</li> </ul>

### Suggested Resources/Technology Tools

#### School-To-Home Connection Parent Letter

Teachers College Reading and Writing Project Website

#### ***Emergent Reading: Looking Closely at Familiar Texts (Online Unit)***

**Please note that this unit is NOT a spiral book. Instead, it is an online resource. Please click the top link below to access the unit. The pages in the teaching points below refer you to this online unit.**

Emergent Reading: Looking Closely at Familiar Texts

"Beginning, Middle, End" song

Stages of Emergent Storybook Reading

Read Aloud and Shared Reading Texts:

*Caps for Sale* by Esphyr Slobodkina

*Harry the Dirty Dog* by Gene Zion

*Bunny Cakes* by Rosemary Wells

*Corduroy* by Don Freeman

*Mike Mulligan and His Steam Shovel* by Virginia Lee Burton.

**Big Books:**

*The Farm Concert*

*Dan, the Flying Man*

*Hairy Bear, all by Joy Cowley.*

**Websites:**

**Storyline Online**

**Starfall**

**iPad Apps:**

Chatterkid

MeeGenius

Hooked on Phonics

Phonics Awareness

Phonics Vowels

Sight Words

**Anchor Charts**

**We Are Storybook Readers!**

Color / B&W

**Readers Read with a Partner**

Color / B&W

## 21st Century Life and Career Standards

*Please select all standards that apply to this unit of study:*

- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## Unit 3b- Writing

### Writing For Readers (Book 2)

#### Summary and Rationale

In this unit, writers will use strategies for making clearer, richer stories which helps them strengthen the conventions and mechanics for their writing. This unit sets the children up to use a combination of drawing, dictating, and writing to narrate a single event. In the first bend, the focus will be on writing in sentences and rereading their work as they write. Then, in the second bend, writers will use a variety of tools to make their writing more powerful and even clearer for their writers. Next, in the third bend, the focus shifts from getting readable words on the page to telling stories more powerfully through the use of revision. Finally, in bend IV, the focus is on choosing a single piece of writing and preparing it for publication. It is also an opportunity for writers to self-assess the work they have done.

#### Recommended Pacing

8 weeks (January-February)

#### Standards

Reading: Literature

RL.K.1

With prompting and support, ask and answer questions about key details in a text.

RL.K.2.	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
Reading: Foundational Skills	
RF.K.1	Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> <li>1. Follow words from left to right, top to bottom, and page by page.</li> <li>2. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>3. Understand that words are separated by spaces in print.</li> <li>4. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ol>
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> <li>1. Recognize and produce rhyming words.</li> <li>2. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>3. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol>
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <ol style="list-style-type: none"> <li>1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</li> <li>2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>3. Read high-frequency and sight words with automaticity.</li> <li>4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</li> </ol>
RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. <ol style="list-style-type: none"> <li>A. Read emergent-readers with purpose and understanding.</li> <li>B. Read grade level text for purpose and understanding.</li> </ol>
Writing	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ).
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.



W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Speaking and Listening	
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly
Language	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print many upper- and lowercase letters. B. Use frequently occurring nouns and verbs. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ). D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ). E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ). Produce and expand complete sentences in shared language activities.
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize the first word in a sentence and the pronoun <i>I</i> . B. Recognize and name end punctuation. C. Write a letter or letters for most consonant and short-vowel sounds (phonemes). D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. A. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i> ). B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
Interdisciplinary Connections	
Standard: Social Studies	
6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines

6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.

### Instructional Focus

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Writers draw and talk about what they need in order to tell their story. They transition their stories from drawings to sentences that tell their true story.</li> <li>● Writers use checklists, vowel charts, word walls, partners and storytelling words to give themselves extra power when writing.</li> <li>● Writers use partners to help revise their writing to make it more fun to read.</li> <li>● Writers revise, add feelings, and make a piece beautiful for publication.</li> </ul>	<ul style="list-style-type: none"> <li>● How do writers write stories that people can really read?</li> <li>● What tools give writers extra power?</li> <li>● How do partners help make stories more fun to read?</li> <li>● How do writers prepare for publication?</li> </ul>

### Evidence of Learning (Assessments)

<p><b>Unit Common Assessment:</b></p> <ul style="list-style-type: none"> <li>● <b>On demand post</b> (use writing prompt for “Narrative”) <ul style="list-style-type: none"> <li>○ Assess elements: Lead, Transitions, Ending, Elaboration, Craft, Spelling, Punctuation (see Writing Rubrics below)</li> </ul> </li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● TCRWP Writing Rubrics and Student Editing Samples</li> <li>● TCRWP Editing Checklists</li> </ul>
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### Objectives (SLO)

**IMPORTANT TIPS FOR IMMERSION:**  
During the first week, before beginning the Lucy Calkins Unit of Study, teachers should plan time for an immersion week. Note that during this week, time should be included to read mentor texts, interactive, and shared writing; therefore, students may not participate in independent writing this week.  
\***Note:** In shared writing, the teacher acts as a scribe with student participation and collaboration. In interactive writing, the teacher and student share the pen and write the parts of the text together.

For children to write easy to read stories, they’ll need to hear stories read aloud and be given opportunities to storytell aloud. Teachers may want to include the following activities in the immersion week:

- Have students bring in objects from home that hold meaning and then tell the stories of those items.
- Have a storytelling time. Allow students to story-tell at a designated time of the day (after recess, at the start of the day, etc). Becoming accustomed to organizing the events of their lives into sequential tales will help them think of stories to capture on the page later on.

- Read aloud stories that resemble personal narratives, for example *The Snowy Day* by Ezra Jack Keats.
- Create an anchor chart of “storytelling words” meaningful to the students.
- Allot time for interactive and shared writing about common experiences such as specialty classes, field trips, or classroom celebrations.

**Grammar Focus:**

- During this week, when working on shared writing, make sure to use the standard conventions of sentence writing and traditional spelling to create exemplary examples for students to reference as a model.

**GETTING READY:**

- Set up some storytelling time: have writers storytell about events happening in their life. (like a fire drill, a trip outside, lunch, etc..) Use language like what happened first, then, last.
- Gather mentor texts: *A Day with Daddy* by Nikki Grimes, *The Snowy Day* by Ezra Jack Keats, and *Caps for Sale* by Exphyr Slobodkina

<b>Students will know: (Goals)</b>	<b>Students will be able to : (Teaching Pointing)</b>
<p>BEND I: Writing Stories that People Can Really Read</p> <p>GOAL: Writers draw and talk about what they need in order to tell their story. They transition their stories from drawings to sentences that tell their true story.</p> <p>-----</p> <p>-</p> <p style="text-align: center;"><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Multitask to get the unit up and going. (Session 1)</li> <li>● Support the whole process of narrative writing. (Session 2)</li> <li>● Understand children’s new levels of dependence. (Session 3)</li> <li>● Support students as they shift from writing labels to writing sentences. (Session 4)</li> <li>● Ask questions to foster independence and possibility for writers. (Session 5)</li> </ul>	<ul style="list-style-type: none"> <li>● Writers reread their writing to make sure that it is easy to read. (Session 1: mini-lesson)</li> <li>● Writers call upon what they have already learned. (Session 2: mini-lesson)</li> <li>● Writers draw and talk about what they need in order to tell their story. (Session 3: mini-lesson)</li> <li>● Writers write sentences. (Session 4 :mini-lesson)</li> <li>● Writers reread often. Writers write a little and then read a little, flipping back and forth between being a writer and a reader. (Session 5: mini-lesson)</li> </ul>
<p>BEND II: Tools Give Writers Extra Power</p> <p>GOAL: Writers use checklists, vowel charts, word walls, partners and storytelling words to give themselves extra power when writing.</p> <p>-----</p> <p>-</p> <p style="text-align: center;"><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i></p>	<ul style="list-style-type: none"> <li>● Writers use tools, such as checklists, to help them write the best they can.(Session 6: mini-lesson)</li> <li>● Writers use vowels to help spell the middle of words. (Session 7: mini-lesson)</li> <li>● Writers rely heavily on words they know in a snap in order to make their writing more readable.(Session 8: mini-lesson)</li> <li>● Writers include storytelling words in their writing. (Session 9: mini-lesson)</li> </ul>

<p><i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Use the narrative writing checklist to inform your conference and small-group work. (Session 6)</li> <li>● Coach students to do the hard work, and not do it for them. (Session 7)</li> <li>● Increase students’ sight word knowledge. (Session 8)</li> <li>● Ensure writers have a clear narrative with a beginning, middle, and end. (Session 9)</li> <li>● Work deliberately to improve the quality of your conferring. (Session 10)</li> <li>● Teach children to use periods. (Session 11)</li> </ul>	<ul style="list-style-type: none"> <li>● Writers use a partner as a tool to help make writing more readable. (Session 10: mini-lesson)</li> <li>● Writers work with other writers to help them find misspelled words, and then they work together to stretch out these words, listening for the sounds and writing down the sounds they hear. (Session 11: mini-lesson)</li> <li>● Writers reflect on their past work and what they have learned in order to make plans to move forward in their writing. (Session 12: mini-lesson)</li> </ul>
<p>BEND III: Partnering for Revision: Making Stories More Fun to Read</p> <p>GOAL: Writers use partners to help revise their writing to make it more fun to read.</p> <p>-----</p> <p>-</p> <p style="text-align: center;"><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Celebrate revisions your writers have made. (Session 13)</li> <li>● Help writers transfer their details from images to words. (Session 14)</li> <li>● Teach kids what their jobs are in writing conferences. (Session 15)</li> <li>● Create assessment-based small-groups. (Session 16)</li> </ul>	<ul style="list-style-type: none"> <li>● Writers can make their writing more amazing by revising using their own pictures in their heads and on paper. (Session 13: mini-lesson)</li> <li>● Writers use tools and techniques to insert material into many different places of their drafts. (Session 14: mini-lesson)</li> <li>● Writers notice strategies for writing strong leads by studying mentor texts. (Session 15: mini-lesson)</li> <li>● Writers revise their own work and help each other by offering strategies for peer partnerships. (Session 16: mini-lesson)</li> </ul>
<p>BEND IV: Preparing for Publication</p> <p>GOAL: Writers revise, add feelings, and make a piece beautiful for publication.</p> <p>-----</p> <p>-</p> <p style="text-align: center;"><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Organize work and use the checklists to help students revise. (Session 17)</li> </ul>	<ul style="list-style-type: none"> <li>● Writers choose a writing piece for celebration. (Session 17: mini-lesson.)</li> <li>● Writers focus on writing endings that leave readers with a strong feeling. (Session 18: mini-lesson)</li> <li>● Writers make their writing piece beautiful . (Session 19: mini-lesson)</li> <li>● Writers share with others all they’ve learned, including what they’ve learned about writing and revising true stories. (Session 20: mini-lesson)</li> </ul>

- Extend and reinforce strategies for strong endings. (Session 18)
- Nudge students to finish. (Session 19)

## Suggested Resources/Technology Tools

### School-To-Home Connection Parent Letter

#### Mentor Texts

##### *Demonstration Texts:*

*Don't Let the Pigeon Drive the Bus* by Mo Willems (speech bubbles)

"Old MacDonald" song

*Shortcut* by Donald Crews (personal narrative)

*A Day with Daddy* by Nikki Grimes (personal narrative)

*The Snowy Day* by Ezra Keats (personal narrative)

Joy Cowley books

Bill Martin books

Various Picture Books

#### **Correlations to the Common Core State Standards**

#### **Anchor Charts**

Make Writing Easy to Read!

Color / B&W

Tools Give Writers Extra Power

Color / B&W

Make Your Story Fun to Read!

Color / B&W

#### **Session 1**

FIG. 1-1 Jalen's writing

FIG. 1-2 Grace's Costco story

Chart: What Makes Writing Hard to Read

FIG. 1-3 Clarissa's writing

#### **Session 2**

Chart: How to Write a True Story

FIG. 2-1 Carsten's writing

FIG. 2-2 Student's writing

#### **Session 3**

Chart: Writers Tell True Stories...

FIG. 3-1 My bumblebee story  
FIG. 3-2 The bumblebee story without words  
FIG. 3-3 Tiana's block story  
FIG. 3-4 The words of the bumblebee story

#### ***Session 4***

Chart: What Makes Writing Hard to Read  
FIG. 4-1 The bumblebee story without words  
FIG. 4-2 The words of the bumblebee story  
FIG. 4-3 Additional words of the bumblebee story  
Chart: We can write sentences!  
FIG. 4-4 Student's writing  
FIG. 4-5 Kayla's bath story  
FIG. 4-6 Sheena's park story  
Chart: What Makes Writing Easy to Read  
Anchor chart: Make Writing Easy to Read!

#### ***Session 5***

FIG. 5-1 The bumblebee story  
FIG. 5-2 The bumblebee story (cont.)  
Chart: What Makes Writing Easy to Read  
Anchor chart: Make Writing Easy to Read!  
FIG. 5-1 Brian's skateboarding story

#### ***Session 6***

Narrative Writing Checklist, Kindergarten  
Narrative Writing Checklist, Kindergarten and Grade 1

#### ***Session 7***

Chart: Vowels  
FIG. 7-1 Alexa's story

#### ***Session 8***

FIG. 8-1 Colleen's story  
Chart: How to Turn a Word...  
Personal Word Wall

#### ***Session 9***

FIG. 9-1 Alexa's story about dancing  
FIG. 9-2 Colleen's doll story  
Chart: Story Language Words

#### ***Session 10***

Narrative Writing Checklist, Kindergarten and Grade 1  
FIG. 10-1 Grace's tooth story

#### ***Session 12***

Chart: What Makes Writing Easy to Read  
Anchor chart: Make Writing Easy to Read!  
FIG. 12-1 Niki's Nepal story

FIG. 12-2 Jaevaughn's roller-skating story  
Narrative Writing Checklist, Kindergarten and Grade 1

### ***Session 13***

FIG. 13-1 Brian's revisions  
FIG. 13-2 Emma's revisions

### ***Session 14***

FIG. 14-1 George's story with added phrase

### ***Session 15***

Chart: Story Language Words

### ***Session 16***

Narrative Writing Checklist, Kindergarten and Grade 1  
FIG. 16-1 Juliette's family day at the park

### ***Session 17***

FIG. 17-1 My "Lee" story  
Narrative Writing Checklist, Kindergarten and Grade 1

### ***Session 18***

FIG. 18-1 First grader Eric's story  
FIG. 18-2 Lisa's pool story

### ***Session 19***

FIG. 19-1 Our class story

### ***Session 20***

Narrative Writing Checklist, Kindergarten and Grade 1  
FIG. 20-1 Jalen's basketball piece

### ***Writing Paper Choices***

Paper Choice: Box with 2 Lines (Horizontal)  
Paper Choice: Box with 3 Lines (Horizontal)  
Paper Choice: Letter  
Paper Choice: Dedication Page  
Paper Choice: Box Only - for Poster, Sign, or Large Picture  
Paper Choice: Box with 5 Lines  
Paper Choice: Booklet Page - Box with 4 Lines  
Paper Choice: Booklet Page - Box with 7 Lines  
Paper Choice: Divided Box and 4 Lines  
Paper Choice: Divided Box and 5 Lines  
Paper Choice: Heading, Box, and 5 Lines  
Paper Choice: Heading, Box, and 6 Lines  
Paper Choice: 8 Lines (No Box)

## 21st Century Life and Career Standards

- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

### Unit 4a - Reading

#### Bigger Books, Bigger Reading Muscles (Book 3)

#### Summary and Rationale

In this unit, readers will grow their bank of super power reading strategies to help them face the challenges of their new books. In the first bend, readers will study the ways books are becoming harder, so they'll be prepared for the new work they need to do as readers. They will use their "pattern power" and learn strategies for tackling breaks in patterns. Then, in the second bend, readers will rally around their "sound power" to read tricky words. Finally, in bend three, readers will develop all the strategies they've developed to read more complex books with accuracy, fluency, and comprehension with emphasis on reading high-frequency words with automaticity.



## Recommended Pacing

8 weeks (March-April)

## Standards

### Reading: Literature

RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.10	Actively engage in group reading activities with purpose and understanding.

### Reading: Informational Text

RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)

Reading: Foundational Skills

RF.K.1 Demonstrate understanding of the organization and basic features of print.

1. Follow words from left to right, top to bottom, and page by page.
2. Recognize that spoken words are represented in written language by specific sequences of letters.
3. Understand that words are separated by spaces in print.
4. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1. Recognize and produce rhyming words.
2. Count, pronounce, blend, and segment syllables in spoken words.
3. Blend and segment onsets and rimes of single-syllable spoken words.
4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
3. Read high-frequency and sight words with automaticity.
4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

A. Read emergent-readers with purpose and understanding.

B. Read grade level text for purpose and understanding.

Writing

WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Speaking and Listening

SL.K.1	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>Continue a conversation through multiple exchanges</p>
SL.K.2	<p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
SL.K.4	<p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
SL.K.6	<p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>
Language	
LK.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print many upper- and lowercase letters.</p> <p>B. Use frequently occurring nouns and verbs.</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>Produce and expand complete sentences in shared language activities</p>
LK.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
LK.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>A. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p>B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p>
LK.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
Interdisciplinary Connections	
Standard: Social Studies	

6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines
6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
Integration of Technology	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>• Readers tackle more challenging books by using patterns and super powers.</li> <li>• Readers use their letter-sound (sound power) knowledge to help them read unknown words.</li> <li>• Readers use picture power, snap words, reread power and book talk power to become stronger readers.</li> </ul>	<ul style="list-style-type: none"> <li>• How do readers tackle more challenging books?</li> <li>• How does zooming in on letters and sounds help you become a better reader?</li> <li>• How does using super powers help you become a stronger reader?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
<b>Unit Common Assessment:</b> <ul style="list-style-type: none"> <li>• Post- DIBELS (FSF, LNF, PSF, nonsense words)</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>• TC Running Record Reading Assessments</li> </ul>	
<b>Objectives (SLO)</b>	
<b>GETTING READY:</b> <ul style="list-style-type: none"> <li>• Decide on book shopping procedure that works for you. Readers should have 10-12 books in their baggies-along with familiar shared texts, poems and songs</li> <li>• Collect mentor texts: <i>Mouse Has Fun</i> by Phyllis Root, <i>Can you see the eggs?</i> By Jenny Giles, and <i>Wake Up, Dad!</i> By Beverley Randell</li> <li>• Other books you may use: <i>Pete the Cat and his Four Groovy Buttons</i> by Eric Litwin, <i>Oh, the Places You'll Go!</i> By Dr. Seuss, and <i>Ethan's Cat</i> by Joanna Hurwitz</li> <li>• Prepare a reading mat for readers. (see Session 1)</li> <li>• Create word rings for each reader- put on high frequency words as introduced</li> <li>• Make copies of the individual super powers charts, one for each reader</li> </ul>	

- Gather the texts you plan to use during read aloud and shared reading each week: *My Bug Box* by Pat Blanchard and Joanne Suhr, “*Hickory Dickory Dock*” song, *Dragonflies* by Margaret Hall

<b>Students will know: (Goals)</b>	<b>Students will be able to: (Teaching Points)</b>
<p>BEND I: Tackling More Challenging Books</p> <p>GOAL: Readers tackle more challenging books by using patterns and super powers.</p> <p>-----</p> <p>-</p> <p style="text-align: center;"><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Create a buzz around the new unit. (Session 1)</li> <li>● Remind kids to draw on all they have learned earlier. (Session 2)</li> <li>● Use data to plan teaching. (Session 3)</li> <li>● Pull small groups with the earliest readers. (Session 4)</li> <li>● Use the anchor chart to reflect on student progress. (Session 5)</li> <li>● Follow-up sessions with readers. (Session 6)</li> </ul>	<ul style="list-style-type: none"> <li>● Readers need to draw on all they know (and more) to tackle the reading challenges ahead. (Session 1: mini-lesson)</li> <li>● Readers use patterns to help them read almost every page. (Session 2: mini-lesson)</li> <li>● Readers figure out the changing words in the pattern. (Session 3: mini-lesson)</li> <li>● Readers use all of their super powers to read pattern breaks in books. (Session 4: mini-lesson)</li> <li>● Readers check their reading. (Session 5: mini-lesson)</li> <li>● Readers use the pattern and the ending to understand their books. (Session 6: mini-lesson)</li> </ul>
<p>BEND II: Zooming In on Letters and Sounds</p> <p>GOAL: Readers use their letter-sound (sound power) knowledge to help them read unknown words.</p> <p>-----</p> <p>-</p> <p style="text-align: center;"><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Work with alphabet books. (Session 7)</li> <li>● Use guided reading to support growth. (Session 8)</li> <li>● Follow up with guided reading groups. (Session 9)</li> <li>● Continue to support children reading higher-level books. (Session 10)</li> <li>● Support snap words and comprehension. (Session 11)</li> <li>● Support students who need to build phonemic awareness. (Session 12)</li> </ul>	<ul style="list-style-type: none"> <li>● Readers use their letter-sound knowledge to help them read the words on the page. (Session 7: mini-lesson)</li> <li>● Readers use their letter-sound knowledge to help them read unknown words. (Session 8: mini-lesson)</li> <li>● Readers can notice consonant clusters to help solve unknown words. (Session 9: mini-lesson)</li> <li>● Readers look to the ends of words as they read. (Session 10: mini-lesson)</li> <li>● Readers preview a page and locate known words before reading. (Session 11: mini-lesson)</li> <li>● Readers check their reading. (Session 12: mini-lesson)</li> </ul>

### BEND III: Graduation: Becoming Stronger Readers

GOAL: Readers use picture power, snap words, reread power and book talk power to become stronger readers.

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#### ***Suggestions for Differentiation***

##### *Conferring/Small Group Instruction*

*(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)*

- Use interactive writing to support reading and support stronger readers. (Session 13)
- Support readers who are moving from pattern books to stories, and bolstering partnerships. (Session 14)
- Follow-up small group on hearing sounds in words. (Session 15)
- Support readers who are reading to move up levels. (Session 16)
- Confer with partners. (Session 18)

- Readers need new kinds of picture power as books become harder. (Session 13: mini-lesson)
- Readers need to rely even more on searching for meaning and on their knowledge of high-frequency words. (Session 14: mini-lesson)
- Readers can read snap words with inflected endings. (Session 15: mini-lesson)
- Readers use all they know about stories to make predictions. (Session 16: mini-lesson)
- Readers need extra-strength reread power to bring their books to life. (Session 17: mini-lesson)
- Readers need extra-strength book talk power. (Session 18: mini-lesson)
- Readers use all of their powers to read new books. (Session 19: celebration)

#### **Read Aloud:**

Throughout the unit, outside of reading workshop, readers should be exposed to a combination of literature across genres and informational texts. Interactive read aloud is a time when children are exposed to richer literature than the books they are reading independently; therefore, in this unit, you should choose picture books that spotlight engaging characters and contain rich story language. It is also recommended that you select informational texts that contain engaging photographs and illustrations that will help readers deepen their understanding of the text. Select picture books that are similar to *Knuffle Bunny*, by Mo Willems, *Whistle for Willie* and *The Snowy Day*, by Ezra Jack Keats, or *Koala Lou*, by Mem Fox. Choose informational texts that are similar to *Fishy Tales*, by DK Readers, *Diving Dolphin*, by Karen Wallace, or *National Geographic Readers: Trucks!*, by Wil Mara.

In this unit, *Dragonflies*, by Margaret Hall, is a planned interactive read aloud and post-it notes are provided in the unit of study to support the implementation of the read aloud. During this planned interactive read aloud, the teacher will model for students and prompt them to look closely at the pictures, react and respond, chime in, and act out important parts throughout the read aloud. The planned read aloud, provided in the unit, provides two sessions; in session two, the teacher would re-read the text, *Dragonflies*, from a new lens to deepen the thinking. The lesson plan can be found at the back of reading unit 3 (p. 126).

#### **Shared Reading:**

Throughout the unit, outside of reading workshop, readers should have opportunities to revisit texts as a class from different lenses. Teachers may want to choose books that are slightly above the independent reading level of the majority of their students.

In this unit, *My Bug Box*, by Pat Blanchard and Joanne Suhr, and the song, “Hickory Dickory Dock”, are suggested. The same text will be shared across multiple days, each day with a different focus. The lesson plan can be found at the back of reading unit 3 (p. 135).

Below are suggested lenses, in this unit, for each day's shared reading time:

DAY ONE: Book Introduction, Comprehension, and Word Solving

- Readers read for meaning and use reading strategies to solve words.

DAY TWO: Cross-Checking Sources of Information (MSV)

- Readers check to make sure their reading makes sense, sounds right, and looks right.

DAY THREE: Word Study

- Readers read high frequency words in context and practice phonics work in context to develop vocabulary.

DAY FOUR: Fluency

- Readers practice fluency by working on pace and intonation, putting stress on certain words and phrases, and paying attention to punctuation to read with intention.

DAY FIVE: Putting It All Together/Extending Comprehension

- Readers use strategies learned across the week to reread and think more deeply about the story.

## Suggested Resources/Technology Tools

### School-To-Home Connection Parent Letter

#### Mentor Texts:

*Demonstration Texts:*

*Pete the Cat and His Four Groovy Buttons*, by Eric Litwin

*Read-Aloud and Shared Reading Texts:*

*Dragonflies*, by Margaret Hall

*My Bug Box*, by Pat Blanchard and Joanne Suhr

“Hickory Dickory Dock” song

Teachers College Reading and Writing Project Website

#### Correlations to the Common Core State Standards

#### Anchor Charts

We Are Super Readers!

Color / B&W

Readers Read with a Partner

Color / B&W

Check Your Reading!

Color / B&W

With ABC books, readers can...

Color / B&W

#### Orientation to the Unit

Individual Super Powers chart (We Are Super Readers cards)

#### Session 1

Private Reading and Partner Reading signs

Reading Mat Template  
“We Are Super Readers!” anchor chart

### ***Session 2***

“We Are Super Readers!” anchor chart  
“Readers Read with a Partner” anchor chart

### ***Session 3***

Private Reading and Partner Reading signs  
Letter Sound Identification Assessment  
Letter Sound Identification Study Copy  
High-Frequency Word List A  
High-Frequency Word List B  
“We Are Super Readers!” anchor chart  
“Readers Read with a Partner” anchor chart

### ***Session 4***

Private Reading and Partner Reading signs  
“We Are Super Readers!” anchor chart

### ***Session 5***

Private Reading and Partner Reading signs  
"Check Your Reading" anchor chart

### ***Session 6***

Sam's Story  
“With ABC books, readers can...” anchor chart

### ***Session 7***

Figure 7-1: Sam's story with second sentence covered

### ***Session 8***

Figure 8-1: Sam's Story  
Figure 8-4: Alphabet Book page  
“With ABC books, readers can...” anchor chart

### ***Session 9***

Blends and Digraphs chart

### ***Session 10***

"We Will Go" by Zoë Ryder White  
“We Are Super Readers!” anchor chart

### ***Session 11***

High-Frequency Word List A  
High-Frequency Word List B

### ***Session 12***



“We Have Sound Power” song lyrics  
Elkonin Box Templates  
"Check Your Reading" anchor chart  
“We Are Super Readers!” anchor chart

### ***Session 13***

Extra Strength Icon  
"My Dog" poem, version 1  
"My Dog" poem, version 2  
"My Dog" poem, template

### ***Session 14***

Extra Strength Icon

### ***Session 15***

Extra Strength Icon  
"Hide and Seek" Story

### ***Session 16***

“Super Readers Retell!” chart

### ***Session 18***

"Hooray" Poem  
“We Are Super Readers!” anchor chart  
Extra Strength Icon

### ***Read Aloud***

“Readers TALK About Books” chart  
Read Aloud Prompts for Dragonflies  
Color / B&W

### ***Shared Reading***

Hickory Dickory Dock, verse 1  
Hickory Dickory Dock, verse 2  
Hickory Dickory Dock, verse 3

## 21st Century Life and Career Standards

- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## Unit 4b - Writing

### How-To Books: Writing to Teach Others (Book 3)

#### Summary and Rationale

In this unit, writers will bring their areas of expertise into the classroom to write how-to-books in order to teach others the steps for doing things. In the first bend, writers build their writing stamina as they choose activities they know how to do and work independently to draw and write step by step instructions. Partners play an important role in this bend as they help each other test out their directions to make sure everything makes sense. In the second bend, writers utilize strategies from mentor texts and try out techniques they notice in those texts. In bend three, writers are encouraged to find opportunities across the school day to write a collection of easy-to-read how-to-books on everyday topics to actually convey to readers what they need to know. Finally, in bend four writers think about appropriate audiences as they think about where in the world their books fit.

#### Recommended Pacing

8 weeks (March-April)

#### Standards

##### Reading: Informational Text

R.I.K.2	With prompting and support, identify the main topic and retell key details of a text.
R.I.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
R.I.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

##### Reading: Foundational Skills

R.F.K.1	RF.K.1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"><li>1. Follow words from left to right, top to bottom, and page by page.</li><li>2. Recognize that spoken words are represented in written language by specific sequences of letters.</li><li>3. Understand that words are separated by spaces in print.</li><li>4. Recognize and name all upper- and lowercase letters of the alphabet.</li></ol>
R.F.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"><li>1. Recognize and produce rhyming words.</li></ol>

	<ol style="list-style-type: none"> <li>2. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>3. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol>
R.F.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ol style="list-style-type: none"> <li>1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</li> <li>2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>3. Read high-frequency and sight words with automaticity.</li> <li>4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</li> </ol>
Writing	
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening	
S.L.K.1	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</li> <li>B. Continue a conversation through multiple exchanges.</li> </ol>
S.L.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
S.L.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

S.L.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Language	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print many upper- and lowercase letters. B. Use frequently occurring nouns and verbs. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ). D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ). E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ). F. Produce and expand complete sentences in shared language activities.
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize the first word in a sentence and the pronoun <i>I</i> . B. Recognize and name end punctuation. C. Write a letter or letters for most consonant and short-vowel sounds (phonemes). D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). C. Identify real-life connections between words and their use (e.g., note places at school that are colorful). D. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings.
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Interdisciplinary Connections	
Standard : Social Studies	
6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines	
6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
Technology Integration	

8.2.2.E.1 | List and demonstrate the steps to an everyday task.

### Instructional Focus

#### Enduring Understandings:

- Writers use writing to teach others how to do stuff.
- Writers study mentor texts to learn new writing techniques. Writers try out the techniques they notice in those texts.
- Writers write how-to books that are helpful to others.
- Writers share their work with appropriate audiences.

#### Essential Questions:

- How can I use writing to teach others?
- How can real, published books help me write better?
- How do writers write to be helpful to others?
- Who is the appropriate audience for my how-to book?

### Evidence of Learning (Assessments)

#### Unit Common Assessment:

- **On demand post** (use writing prompt for “Information”)
  - Assess elements: Lead, Transitions, Ending, Elaboration, Craft, Spelling, Punctuation (see Writing Rubrics below)

#### Writing:

- TCRWP Writing Rubrics and Student Editing Samples
- TCRWP Editing Checklists

### Objectives (SLO)

#### GETTING READY:

- Prepare writing paper into booklets of five pages, each containing a large box for drawing detailed diagrams and lines for writing
- Choose how-to texts to use as read-alouds. Suggestions are: “How to Carve a Pumpkin” in *The Pumpkin Book* by Gail Gibbons, *How to Make Salsa* by Jamie Lucero, *Make a Valentine* by Dale Gordon, or *How to Make a Hot Dog* by Joy Cowley.
- *Gather My First Soccer Game* by Alyssa Capucilli

#### Students will know: (Goals)

#### Students will be able to: (Teaching Points)

BEND I: Writing How-To Books, Step by Step

GOAL: Writers write how-to books to teach others how to do stuff step by step.

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***Suggestions for Differentiation***

*Conferring/Small Group Instruction*

*(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)*

- Welcome approximations, inviting children into the new work. (Session 1)
- Vary small-group methods and structures. (Session 2)
- Anticipate that some children will need scaffolds and supports to access high-level work. (Session 3)
- Confer with writing partners. (Session 4)
- Build vocabulary and develop language. (Session 5)
- Help writers keep everything they've learned in mind as they work. (Session 7)

- Before writers write, they study examples of the kind of writing they plan to make (Session 1: Mini-Lesson).
- Writers draw on what they already know about planning, touching, and telling the steps to write their how-to books across pages (Session 2: Mini-Lesson).
- Writers reread their writing as they go, making changes along the way (Session 3: Mini-Lesson).
- Writing partners help each other make how-to books clearer and easier to follow (Session 4: Mini-Lesson).
- Writers add detailed information to their writing by labeling their diagrams (Session 5: Mini-Lesson).
- Writers set goals to help them write faster, longer, and stronger (Session 6: Mini-Lesson).
- Writers use all they have learned about how-to writing and a writing checklist to set writing goals (Session 7: Mini-Lesson).

BEND II: Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones

GOAL: Writers study mentor texts to learn and use new writing techniques.

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***Suggestions for Differentiation***

*Conferring/Small Group Instruction*

*(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)*

- Use mentor texts to confer/ (Session 8)
- Help children apply and transfer strategies for spelling trickier words. (Session 9)
- Support students who need extra help choosing exactly right words. (Session 10)
- Coach students to use many revision strategies, not just one. (Session 11)
- Gather a group of writers with similar needs. (Session 12)

- Writers identify techniques published authors use and try out those techniques in their how-to books (Session 8: Mini-Lesson).
- Writers focus on their audience by addressing readers directly, using the word “you” (Session 9: Mini-Lesson).
- Writers build vocabulary and choose precise language by envisioning each step in the process they are describing (Session 10: Mini-Lesson).
- Writers focus on readers’ needs by anticipating issues and then clarifying them in their steps with warnings, suggestions, or tips (Session 11: Mini-Lesson).
- Writers clarify their directions by imagining and then writing comparisons to describe actions (Session 12: Mini-Lesson).

<p>BEND III: Keeping Readers in Mind</p> <p>GOAL: Writers write how-to books that are helpful to others.</p> <p>-----</p> <p>-</p> <p style="text-align: center;"><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Use coaching conferences. (Session 13)</li> <li>● Help students stay independently focused on writing work. (Session 14)</li> <li>● Teach the writer, not the writing. (Session 15)</li> <li>● Use the information writing rubric (and/or benchmark samples) to guide conferring and small-group work. (Session 16)</li> </ul>	<ul style="list-style-type: none"> <li>● Writers get ideas for their writing from things that they do and learn throughout the day and from books (Session 13: Mini-Lesson).</li> <li>● Writers write a series of books on one topic in order to teach others even more about their topic (Session 14: Mini-Lesson).</li> <li>● Writers clarify a topic new to readers by writing introductions and conclusions (Session 15: Mini-Lesson).</li> </ul>
<p>BEND IV: Giving How-To Books as Gifts</p> <p>GOAL: Writers share their work with appropriate audiences.</p> <p>-----</p> <p>-</p> <p style="text-align: center;"><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Support students as they revise books selected for publication. (Session 17)</li> <li>● Differentiate the final work of the unit. (Session 18)</li> </ul>	<ul style="list-style-type: none"> <li>● Writers are always working to make their writing easy to read by using all the strategies they know (Session 16: Mini-Lesson).</li> <li>● Writers prepare to publish their work by determining an appropriate audience and dedicating their writing to that audience (Session 17: Mini-Lesson).</li> <li>● Writers use an editing checklist to prepare their writing for publication (Session 18: Mini-Lesson).</li> <li>● Writers share their how-to writings with others by publishing it and even recording a video of themselves reading their writing so that they can teach others.</li> </ul>

**Suggested Resources/Technology Tools**

**School-To-Home Connection Parent Letter**

*Demonstration Texts:*  
 Examples of how-to writing such as *How to Make Salsa* by Jamie Lucero, *Make a Valentine* by Dale Gordon, or *How to Make a Hot Dog* by Joy Cowley

*Mentor Texts:*  
*My First Soccer Game* by Alyssa Capucilli

**Correlations to the Common Core State Standards**

**Anchor Charts**



How-To Writing  
Color / B&W  
Learning from a Mentor How-To Text  
Color / B&W  
Editing Checklist  
Color / B&W

### ***Session 1***

Seven Photos of Dog Breeds  
Paper Choice: Booklet Page - Box with 4 Lines  
Paper Choice: Booklet Page - Box with 7 Lines  
Chart: How-To Writing  
Anchor chart: How-To Writing  
FIG. 1-2 "How to Get Dressed"  
FIG. 1-3 "How to Go Fishing"

### ***Session 2***

FIG. 2-1 Cooper's piece  
Chart: How-To Writing  
Anchor chart: How-To Writing

### ***Session 3***

Chart: How-To Writing  
Anchor chart: How-To Writing  
FIG. 3-1 Sofia revises her book  
FIG. 3-2 Nicole's writing  
FIG. 3-3 Troyquon's "How to Make a Pizza"

### ***Session 4***

Chart: How-To Writing  
Anchor chart: How-To Writing  
FIG. 4-1 Class how-to book  
FIG. 4-2 Student how-to text

### ***Session 5***

Chart: How-To Writing  
Anchor chart: How-To Writing  
FIG. 5-1 Shared class diagram  
FIG. 5-2 Student's how-to book

### ***Session 7***

Information Writing Checklist, Kindergarten and Grade 1  
Chart: Kindergarten Information Writing Checklist  
FIG. 7-2 Luke's piece from kindergarten  
FIG. 7-3 Luke's piece from first grade  
FIG. 7-4 Scully's piece  
FIG. 7-5 Charlie's fire drill how-to book

### ***Session 8***

Chart: Learning From A Mentor How-To Text  
Anchor chart: Learning from a Mentor How-To Text  
FIG. 8-2 Class how-to book  
FIG. 8-3 Kurt's how-to book  
Chart: How-To Writing  
Anchor chart: How-To Writing

### ***Session 9***

Chart: How-To Writing  
Anchor chart: How-To Writing  
Chart: Learning From A Mentor How-To Text  
Anchor chart: Learning from a Mentor How-To Text  
FIG. 9-1 Student's how-to book

### ***Session 10***

FIG. 10-1 Malaya's how-to book

### ***Session 11***

Chart: Learning From A Mentor How-To Text  
Anchor chart: Learning from a Mentor How-To Text  
FIG. 11-1 Class how-to book  
FIG. 11-2 Student's how-to book  
FIG. 11-3 Rachel's how-to book

### ***Session 12***

Chart: Learning From A Mentor How-To Text  
Anchor chart: Learning from a Mentor How-To Text  
FIG. 12-1 Brush Your Teeth  
FIG. 12-2 Lexi's piece  
FIG. 12-3 Chloe's piece

### ***Session 13***

FIG. 13-2 Student's how-to book

### ***Session 14***

FIG. 14-1 "How to Make an Ice Cream"  
FIG. 14-2 "How to Make a Cupcake"  
FIG. 14-3 "How to Make a Smoothie"

### ***Session 15***

FIG. 15-1 Preston writes an introduction  
FIG. 15-2 Vivian writes a conclusion for her book on Beyblades

### ***Session 16***

Chart: What Makes Writing Easy to Read  
Anchor chart: Make Writing Easy to Read!  
FIG. 16-1 The class shared text continues to grow

### ***Session 17***

Information Writing Checklist, Kindergarten and Grade 1  
Chart: Grade 1 Information Writing Checklist  
Paper Choice: Dedication Page  
FIG. 17-1 Evan's dedication page

### ***Session 18***

Anchor chart: Editing Checklist  
Illustrated Editing Checklist  
FIG. 18-2 Luke's how-to book

### ***Session 19***

FIG. 19-1 Introductions and conclusions make the writing complete  
FIG. 19-2 Kurt's book

### ***Writing Paper Choices***

Paper Choice: Box with 2 Lines (Horizontal)  
Paper Choice: Box with 3 Lines (Horizontal)  
Paper Choice: Letter  
Paper Choice: Dedication Page  
Paper Choice: Box Only - for Poster, Sign, or Large Picture  
Paper Choice: Box with 5 Lines  
Paper Choice: Booklet Page - Box with 4 Lines  
Paper Choice: Booklet Page - Box with 7 Lines  
Paper Choice: Divided Box and 4 Lines  
Paper Choice: Divided Box and 5 Lines  
Paper Choice: Heading, Box, and 5 Lines  
Paper Choice: Heading, Box, and 6 Lines  
Paper Choice: 8 Lines (No Box)

## 21st Century Life and Career Standards

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## Unit 5a - Reading

### Becoming Avid Readers (Book 4)

#### Summary and Rationale

In this unit, readers continue to develop their interest and enthusiasm for reading so that reading becomes a lifelong love that extends outside of school. This unit builds upon skills that readers have developed during the last couple of units as they work with increased independence through each bend. The first bend opens the door to learning about what it means to be an avid reader. Throughout the first bend, readers build stamina, comprehension, and the ways in which they talk about their books. Then, in the second bend, readers become not only avid readers of stories but also avid nonfiction readers by calling upon all the superpowers they learned in previous units and learning to explain what they have learned to others. Finally, in bend three, readers become avid poetry readers as they learn to make their voices match the feeling and rhythm of the poem and add gestures and facial expressions while continuing to work on phonemic awareness and word play.

#### Recommended Pacing

6-8 weeks (May-June)

## Standards

### Reading: Literature

RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how)
RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.7	Recognize common types of texts (e.g., storybooks, poems).
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10	Actively engage in group reading activities with purpose and understanding.

### Reading: Informational Text

RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures
RI.K.10	Actively engage in group reading activities with purpose and understanding.

### Reading: Foundational Skills

RF.K.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>1. Recognize and produce rhyming words.</li> <li>2. Count, pronounce, blend, and segment syllables in spoken words.</li> </ol>
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	<ol style="list-style-type: none"> <li>3. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol>
RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ol style="list-style-type: none"> <li>1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</li> <li>2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>3. Read high-frequency and sight words with automaticity.</li> <li>4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</li> </ol>
RF.K.4	<p>Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding.</p> <p>B. Read grade level text for purpose and understanding.</p>
Writing	
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening	
SL.K.1	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>B. Continue a conversation through multiple exchanges.</p>
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Language	
L.K.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print many upper- and lowercase letters.</p> <p>B. Use frequently occurring nouns and verbs.</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>F. Produce and expand complete sentences in shared language activities.</p>
L.K.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
L.K.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>A. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p>B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p>
L.K.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Interdisciplinary Connections	

Standard :Social Studies

6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.

6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.

6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

Integration of Technology

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Instructional Focus

**Enduring Understandings:**

- Avid Readers react to books, record their thinking, use precise words to pinpoint feelings, use extra strength superpowers and invent fun things to do with their books.
- Avid Readers use nonfiction books to talk like experts, fall in love with topics and notice similarities and differences in books.
- Avid Readers read poetry again and again to get the feeling of the poem and get the rhythm just right.

**Essential Questions:**

- What is an Avid Reader?
- How do All-About Books help you become an Avid Reader?
- How does falling in love with poetry help you become and Avid Reader?

**Evidence of Learning (Assessments)**

**Unit Common Assessment:**

- Post-Assessment: High Frequency Words List B
  - High Frequency Words Directions.pdf
  - High Frequency Words List B.pdf

**Reading:**

- TC Running Record Reading Assessments

**Objectives (SLO)**



**GETTING READY:**

- Gather a selection of books for each bend that highlight fiction, nonfiction, and poetry.
- Bring back *The Carrot Seed* and *The Three Billy Goats Gruff*. Continue using the *Mouse Books*.
- Bring back *Dragonflies* by Margaret Rustad and find another insect book to compare.
- Gather picture of children looking like avid readers and blah readers.
- Prepare individualized superpowers charts (online resource)
- Prepare partnership playdate mats (end of Bend I)
- Gather Read Aloud and Shared Reading texts: *Not Norman(A Goldfish Story)* by Kelly Bennett, *Gossie* by Olivier Dunrea

Students will know: (Goals)	Students will be able to: (Teaching Points)
<p>BEND I: Becoming Avid Readers (Avid readers are people who love reading so much that they can hardly stop reading)</p> <p>GOAL: Avid Readers react to books, record their thinking, use precise words to pinpoint feelings, use extra strength superpowers and invent fun things to do with their books.</p> <p>-----</p> <p>-</p> <p style="text-align: center;"><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Notice and name the work you hope to see. (Session 1)</li> <li>● Reinforce good reading habits and get readers off to a strong start. (Session 2)</li> <li>● Support students’ early efforts at new skills. (Session 3)</li> <li>● Diagnose troubles. (Session 4)</li> <li>● Help readers stay on track. (Session 6)</li> <li>● Support readers through guided reading groups and strategy groups. (Session 7)</li> <li>● Provide scaffolding and reduce it over time. (Session 8)</li> </ul>	<ul style="list-style-type: none"> <li>● Avid Readers will understand what an avid reader is. (Session 1: mini-lesson)</li> <li>● Avid Readers will react to books, and find ways to share those reactions with others. (Session 2: mini-lesson)</li> <li>● Avid Readers will record their thinking about books so they can remember it later when talking with their partners. (Session 3: mini-lesson)</li> <li>● Avid Readers will observe how more precise words can pinpoint feelings more clearly. (Session 4: mini-lesson)</li> <li>● Avid Readers use extra-strength superpowers to read more and more. (Session 5: mini-lesson)</li> <li>● Avid Readers will invent fun things to do with their books. They will begin to have reading playdates. (Session 6: mini-lessons)</li> <li>● Avid Readers will understand that reading is a lot like pretending. Avid readers act out a story in their minds each time they read. (Session 7: mini-lesson)</li> <li>● Avid Readers pay close attention to what the story says, so they can act it out the way the author wants it to be acted. (Session 8: mini-lesson)</li> </ul>
<p>BEND II: Learning from All-About Books</p> <p>GOAL: Avid Readers use nonfiction books to talk like experts, fall in love with topics and notice similarities and differences in books.</p> <p>-----</p> <p>-</p> <p style="text-align: center;"><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i></p>	<ul style="list-style-type: none"> <li>● Avid Readers conduct inquiries to determine the kinds of thinking and reacting that nonfiction movie viewers do and consider whether this is also true for nonfiction readers. (Session 9: mini-lesson)</li> <li>● Avid Nonfiction Readers use fancy words that go with the topic they are studying to explain what they have learned to other people. (Session 10: mini-lesson)</li> </ul>

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Use informal formative assessment to inform instruction. (Session 9)
- Nurture flexible readers. (Session 10)
- Attend to internal parts of words - focusing on vowels. (Session 12)
- Build students' flexibility in working with word parts. (Session 13)
- Use introductions to help students make connections within a text. (Session 14)

- Avid Nonfiction Readers can collaborate to imagine how nonfiction reading playdates might go.(Session 11: mini-lesson)
- Avid Nonfiction Readers set up topic-based reading clubs to discover a topic of interest and then search for other books that might focus on that topic. (Session 12: mini-lesson)
- Avid Nonfiction Readers notice similarities and differences in two or more books on the same topic.(Session 13:mini-lesson)
- Avid Nonfiction Readers pretend and act out parts of the text, just like they did with fiction books. (Session 14: mini-lesson)

### BEND III: Falling in Love with Poetry

GOAL: Avid Readers read poetry again and again to get the feeling of the poem and get the rhythm just right.

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**Suggestions for Differentiation**

*Conferring/Small Group Instruction*

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Read poetry fluently. (Session 15)
- Attend to vocabulary and word meanings. (Session 16)
- Support partnerships and clubs with phrasing through small-group shared reading. (Session 17)

- Avid Readers understand that reading poems is a lot like reading songs. To get the rhythm and feeling of a poem just right, it helps to read it again and again. (Session 15: mini-lesson)
- Avid Readers bring out a poem's meaning, think about the feeling of the poem, and then us that to figure out how to read it well. (Session 16: mini-lesson)
- Avid Readers become a copycat poet. They can play around with the rhyme and the rhythm of favorite poems and create new poems with similar sound patterns, which can help them better understand how poems work. (Session 17: mini-lesson)
- Avid Readers celebrate using stories, nonfiction books, and poems. (Session 18: mini-lesson)

### Read Aloud:

Throughout the unit, outside of reading workshop, readers should be exposed to richer literature than the books they are reading independently through interactive read alouds; therefore, in this unit, you should choose picture books with engaging, child-centered plots, clear illustrations that add more to the plot, and provide a lesson or message kids can relate to. Select books such as *Pet Show* by Ezra Jack Keats and *Kitten's First Full Moon* by Kevin Henkes to compare and contrast with students.

In this unit, *Not Norman, A Goldfish Story*, by Kelly Bennett, is a planned interactive read aloud and post-it notes are provided in the unit of study to support the implementation of the read aloud. During this planned interactive read aloud, the teacher will model for the students and prompt students to turn and talk, when appropriate. All students should be working with their partners to turn and talk, when appropriate. The planned read aloud, provided in the unit, provides three sessions; the sessions two and three, the teacher would re-read the text, *Not Norman, A Goldfish Story*, from a new lens to deepen the thinking. The lesson plan can be found at the back of reading unit 4 (p. 112).

### Shared Reading:

Throughout the unit, outside of reading workshop, readers should have opportunities to revisit texts as a class from different lenses. Teachers may want to choose texts with engaging storylines, kindergarten friendly themes, and higher level story structures to allow kids to do some higher level comprehension-like inferring and synthesising.

In this unit, *Gossie*, by Olivier Dunrea, and the song, “Mary Had a Little Lamb,” are suggested. The same text will be shared across multiple days, each day with a different focus. The lesson plan can be found at the back of reading unit 4 (p. 125).

Below are suggested reading lenses, in this unit, for each day’s shared reading time:

DAY ONE: Falling in Love with the Book

- Readers will build meaning and understand the story by using the pictures to guess the word and noticing patterns and pattern changes.

DAY TWO: Cross-Checking Sources of Information (MSV)

- Readers will cross-check words by asking: Does it make sense? Does it sound right? Does it look right?

DAY THREE: Word Study

- Readers connect what they know about phonics work and high frequency words to develop vocabulary.

DAY FOUR: Fluency

- Readers practice fluency by focusing on pacing, phrasing, prosody, and punctuation.

DAY FIVE: Putting It All Together/Extending Comprehension

- Readers use the strategies they’ve learned across the week to extend comprehension-inference work (ex. write an extension of the book or a follow-up story with *Gossie* and *Gertie*) and innovate on a text (ex. substitute Mary’s name in the poem with names of kids in the class).

## Suggested Resources/Technology Tools

### School-To-Home

#### Mentor Texts:

##### *Demonstration Texts*

*The Carrot Seed* by Ruth Krauss

*The Three Billy Goats Gruff* by Paul Galdone

*Mouse Books* by Phyllis Root

*Dragonflies* by Margaret Rustad

*Honey Bees* by Martha E.H. Rustad

##### *Read Aloud and Shared Reading Texts*

*Not Norman: A Goldfish Story* by Kelly Bennett

*Pet Show*, by Ezra Jack Keats

*Kitten’s First Full Moon*, by Kevin Henkes

*Gossie*, by Olivier Dunrea

“Mary Had a Little Lamb” by Sarah Hale

#### Websites:

Teachers College Reading and Writing Project Website

## **iPad Apps:**

Storia

Virtual Poet

## **Correlations to the Common Core State Standards**

### ***Anchor Charts***

Avid Readers...

Color / B&W

Readers Read with a Partner

Color / B&W

Reading Playdates

Color / B&W

Avid Nonfiction Readers...

Color / B&W

Avid Poetry Readers...

Color / B&W

### ***Session 1***

Avid Reader Photos

Blah Reader Photos

"Avid Readers..." anchor chart

"Readers Read with a Partner" anchor chart

### ***Session 2***

"Mary Had a Little Lamb" nursery rhyme

"Avid Readers..." anchor chart

### ***Session 3***

"Readers Read with a Partner" anchor chart

### ***Session 4***

"Readers Read with a Partner" anchor chart

### ***Session 5***

We Are Super Readers cards

I Am A Super Reader template

### ***Session 6***

"Check Your Reading!" anchor chart

"Reading Playdates" anchor chart

Reading Playdate Mat Template

### ***Session 7***

"Play Pretend" label template

"Readers Read with a Partner" anchor chart

### ***Session 8***

Speech and Thought Bubbles Template  
"We Are Super Readers" anchor chart

### ***Session 9***

Avid Reader Photos  
Link to Venus Flytraps: Jaws of Death YouTube video  
"We Are Super Readers!" anchor chart

### ***Session 10***

Link to Venus Flytraps: Jaws of Death YouTube video  
"Avid Nonfiction Readers..." anchor chart  
"Partners Share" chart

### ***Session 12***

"Readers Talk About Books" chart

### ***Session 13***

"Readers Read with a Partner" anchor chart  
"We Are Super Readers!" anchor chart  
"Reading Playdates" anchor chart

### ***Session 14***

Link to Venus Flytraps: Jaws of Death YouTube video

### ***Session 15***

"Mary Had a Little Lamb" nursery rhyme  
"Brother John" song lyrics  
"Avid Poetry Readers..." anchor chart  
"How to Read a Poem" chart  
"The Itsy Bitsy Spider" lyrics  
"The Swing" lyrics

### ***Session 16***

"I'm a Little Teapot" song lyrics  
"Reading Playdates" anchor chart  
"The Swing" lyrics

### ***Session 17***

"Brother John" song lyrics  
"Rain" poem  
"How to Be a Copycat Poet" chart  
"Avid Poetry Readers..." anchor chart  
"The Swing" lyrics

### ***Read Aloud***

"Readers Talk About Books" anchor chart  
"Let's Have a Grand Conversation" chart  
Speech and Thought Bubbles Template

## 21st Century Life and Career Standards

- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## Unit 5b - Writing

### Persuasive Writing of All Kinds (Book 4)

### Summary and Rationale

In this unit, writers apply what they learn not only to the newest piece they are about to write but also to their growing folder, full of completed pieces. In the first bend, writers will reflect on the troubles they see around the classroom and school and think, “What could make things better?” and then do all kinds of writing to help make a change. Then in bend II, writers will branch out to making things better in the neighborhood. Writers will write letters to send their words out to convince others to make the world better. Finally, in bend III, writers will rally around a more global cause such as protecting the planet. Writers will recall everything they have learned about persuasive writing and apply these strategies when writing new pieces.

### Recommended Pacing

6-8 weeks (May-June)

### Standards

#### Reading: Informational Text

RI.K.1	RI.K.1. With prompting and support, ask and answer questions about key details in a text.
RI.K.8	RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.10	RI.K.10. Actively engage in group reading activities with purpose and understanding

#### Reading: Foundational Skills

RF.K.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> <li>1. Follow words from left to right, top to bottom, and page by page.</li> <li>2. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>3. Understand that words are separated by spaces in print.</li> <li>4. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ol>
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#### Writing

W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening	
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges.
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Language	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print many upper- and lowercase letters. B. Use frequently occurring nouns and verbs. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ). D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ). E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ). Produce and expand complete sentences in shared language activities.
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize the first word in a sentence and the pronoun <i>I</i> . B. Recognize and name end punctuation. C. Write a letter or letters for most consonant and short-vowel sounds (phonemes). D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Interdisciplinary Connections	



Standard : Social Studies

6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.

6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.

6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

Integration of Technology

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Instructional Focus

**Enduring Understandings:**

- Opinion writers get their words out into the world to enable change.
- Opinion writers write persuasive letters which include possible ideas for how to fix a problem in their neighborhood.
- Persuasive writers can draw on a repertoire of strategies to write about a world problem.

**Essential Questions:**

- How can opinion writers make a difference in their school?
- How can opinion writers write persuasive letters to fix a problem in their neighborhood?
- How can writers make a difference in the world?

**Evidence of Learning (Assessments)**

**Unit Common Assessment:**

- **On demand post** (use writing prompt for “Opinion/Argument”)
  - Assess elements: Overall, Transitions, Organization, Craft, Spelling, Punctuation (see Writing Rubrics below)

**Writing:**

- TCRWP Writing Rubrics and Student Editing Samples
- TCRWP Editing Checklists

**Objectives (SLO)**

**GETTING READY:**

- Prepare a variety of different paper choices. Letter-writing paper, envelopes, blank poster paper for signs, poetry paper for songs or chants (online resources)
- Gather books that contain persuasive writing like *Click, Clack, Moo: Cows that Type* by Doreen Cronin and *Corduroy Writes a Letter* by Alison Inches.

**Students will know: (Goals)**

**Students will be able to: (Teaching Points)**

BEND I: Exploring Opinion Writing: Making Our School a Better Place

GOAL: Opinion writers consider what matters to make their school a better place. (essential question).

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***Suggestions for Differentiation***

*Conferring/Small Group Instruction*

*(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)*

- Engage in conferences that launch the new unit. (Session 1)
- Confer to ensure that your minilesson is reaching students at varying ability levels. (Session 2)
- Take stock of your writing workshop by alerting the lens with which you observe. (Session 3)
- Lure children to revise. (Session 4)
- Differentiate instruction in the use of the word wall. (Session 5)
- Use conferences to assess and to plan for future teaching. (Session 6)

- Writers use words to make things happen. (Session 1: mini-lesson)
- Writers realize the more reasons they can provide, the more convincing their writing will be. (Session 2: mini-lesson)
- Writers cast a wide net when writing, writing in a variety of genres and to a variety of audiences. (Session 3: mini-lesson)
- Writers do not wait for others to tell them how to revise their writing. They reread what they have written and think, “What can I do to make my writing better?” (Session 4: mini-lesson)
- Writers call upon many strategies to figure out how to write words that are hard to spell. (Session 5: mini-lesson)
- Writers get their words out into the world to enable change. (Session 6: mini-lesson)

BEND II: Sending Our Words Out Into the World; Writing Letters to Make a Change

GOAL: Opinion writers write persuasive letters which include possible ideas for how to fix a problem in their neighborhood.

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***Suggestions for Differentiation***

*Conferring/Small Group Instruction*

*(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)*

- Use small-group work to support the causes and conventions of letter-writing. (Session 7)

- Writers write letters as if they are talking to their reading. (Session 7: mini-lesson)
- Writers read and study the work of other writers and then try to incorporate what they have learned into their own writing. (Session 8: mini-lesson)
- Writers that are working to make a difference write letters to many different people, angling those letters to different audiences. (Session 9: mini-lesson)
- Writers that want to persuade their audience include possible ideas for how to fix the problem they are writing about.( Session 10: mini-lesson)
- Writers reread their writing to make sure it is clear and easy to read before they send their letters out into the world. (Session 11: mini-lesson)

- Confer to help students use mentor texts for revision ideas. (Session 8)
- Scaffold students who need more support writing persuasive letters. (Session 9)
- Remember predictable architecture of a conference. (Session 10)

**BEND III: Persuasive Writing Projects**

GOAL: Persuasive writers rally together to make a change to protect the planet.

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***Suggestions for Differentiation***

*Conferring/Small Group Instruction*

*(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)*

- Small-group work to support more theme-based writing. (Session 12)
- Help students find precise information to incorporate into their writing. (Session 13)
- Use the opinion writing checklist to assess and create small groups. (Session 15)
- Small-group work to support student speechmakers. (Session 17)
- Small-group work to support student editors. (Session 18)

- Writers draw on all they know about writing persuasively when they want to tackle new and ambitious projects. (Session 12: mini-lesson)
- Writers make their writing convincing by including facts that teach their readers important information about their topic. (Session 13: mini-lesson)
- Writers read about their topic so they can include more detailed information in their writing. (Session 14: mini-lesson)
- Writers can write how-to-books to give their readers detailed instructions about how to solve a problem. (Session 15: mini-lesson)
- Writers reread their writing to be sure they have included the right punctuation that will tell their readers how to read their piece. (Session 16: mini-lesson)
- Writers make a plan for the ideas they want to share when giving a persuasive speech. (Session 17: mini-lesson)
- Writers revise and edit their writing before publication using writing tools, in this case a checklist. (Session 18: mini-lesson)
- Writers write to make a change, they share their writing with others, calling their audience or readers to action by answering their questions and asking them to add their name to a petition or a sign-up sheet. (Session 19: mini-lesson)

**Suggested Resources/Technology Tools**

**School-To-Home**

***Demonstration Texts:***

Books that contain persuasive writing such as *Click, Clack, Moo: Cows that Type* by Doreen Cronin or *Corduroy Writes a Letter* by Alison Inches

Correlations to the Common Core State Standards

***Anchor Charts***

Writers Write to Make the World Better!

Color / B&W  
We Can Be Really Convincing  
Color / B&W  
Make People Really Listen!  
Color / B&W  
When We Are Done We Have Just Begun!  
Color / B&W

### ***Session 1***

Chart: Writer's Write to Make the World Better!  
Anchor chart: Writers Write to Make the World Better!  
FIG. 1-1 Maura's petition  
FIG. 1-2 Maura's marked-up petition

### ***Session 2***

FIG. 2-1 Teacher demonstration text  
FIG. 2-2 Serena's letter  
FIG. 2-3 Sofia's letter

### ***Session 3***

Chart: Writers Can Make a...  
FIG. 3-1 Michael's song  
FIG. 3-2 Christian's letter to Ms. Barton  
FIG. 3-3 Gabriella's letter

### ***Session 4***

Chart: When We Are Done...  
Anchor chart: When We Are Done We Have Just Begun!  
FIG. 4-1 Teacher demonstration text

### ***Session 5***

Chart: Writers Don't Say "How Do You Spell..."  
Video of Jack's song  
Chart: How to Turn a Word...  
FIG. 5-1 Jack's song  
FIG. 5-2 Jack's petition

### ***Session 6***

Opinion Writing Checklist, Kindergarten and Grade 1  
Chart: Writers Write to Make the World Better  
Anchor chart: Writers Write to Make the World Better!  
FIG. 6-1 Melody's petition  
FIG. 6-2 Jonathan's sign  
FIG. 6-3 Evan's letter

### ***Session 7***

Paper Choice: Letter  
Chart: Writers Write to Make the World Better  
Anchor chart: Writers Write to Make the World Better!  
FIG. 7-1 Will's sign

FIG. 7-3 Hubert's letter

FIG. 7-4 Zaara's letter

FIG. 7-5 Evan's letter

### ***Session 8***

FIG. 8-1 Lily's letter

FIG. 8-2 Liam's letter to Ronen

FIG. 8-3 Jack's letter

Chart: What Makes Writing Easy to Read

Anchor chart: Make Writing Easy to Read!

### ***Session 9***

FIG. 9-1 Michael's letter

FIG. 9-2 Justin's letter

### ***Session 10***

FIG. 10-1 Anna's letter

FIG. 10-2 Kristopher's letter

FIG. 10-3 Danielle's letter

FIG. 10-4 Elizabeth's letter

FIG. 10-5 Michael's letter

FIG. 10-6 Justin's letter

### ***Session 12***

FIG. 12-1 Serena's letter

### ***Session 13***

Chart: We Can Be Really Convincing

Anchor chart: We Can Be Really Convincing

FIG. 13-1 Bailee's sign

### ***Session 15***

Chart: Writers Can Make a...

FIG. 15-1 Alyssa's recycling letter

### ***Session 17***

Sample Speech Prompts

Link to Video of Mentor Speechmaker

Chart: Make People Really Listen

Anchor chart: Make People Really Listen!

### ***Session 18***

Opinion Writing Checklist, Kindergarten and Grade 1

Chart: Make People Really Listen

Anchor chart: Make People Really Listen!

### ***Session 19***

FIG. 19-1 Jonathan's How-To book

FIG. 19-2 Melody's letter

FIG. 19-3 Evan's letter  
FIG. 19-4 Zaara's letter  
FIG. 19-5 Margaret's How-To book  
FIG. 19-6 Sebastian's How-To book

### ***Writing Paper Choices***

Paper Choice: Box with 2 Lines (Horizontal)  
Paper Choice: Box with 3 Lines (Horizontal)  
Paper Choice: Letter  
Paper Choice: Dedication Page  
Paper Choice: Box Only - for Poster, Sign, or Large Picture  
Paper Choice: Box with 5 Lines  
Paper Choice: Booklet Page - Box with 4 Lines  
Paper Choice: Booklet Page - Box with 7 Lines  
Paper Choice: Divided Box and 4 Lines  
Paper Choice: Divided Box and 5 Lines  
Paper Choice: Heading, Box, and 5 Lines  
Paper Choice: Heading, Box, and 6 Lines  
Paper Choice: 8 Lines (No Box)

## 21st Century Life and Career Standards

- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## Optional Unit: If Time Allows

### Readers Are Resourceful: Tackling Hard Words and Tricky Parts in Books (If...Then...Curriculum)

#### Summary and Rationale

This unit highlights foundational skills as supports for readers who are putting it all together, such as using directionality, searching for meaning in the pictures, having word-by-word matching, recognizing sight words in the context of reading, holding onto the patterns in texts. In Bend one, readers are invited to be resourceful problem solvers, as they use all they they have learned to solve words. Then, in bend two, students learn additional strategies for figuring out tricky words and learn that flexible readers don't give up, they make multiple attempts to solve tricky words. Finally, in bend three, readers learn to reread for different purposes, independently and with partners.

#### Recommended Pacing

4-6 weeks

#### Standards

##### Reading: Literature

RL.K.4	Ask and answer questions about unknown words in a text.
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##### Reading: Informational Text

RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
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RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
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##### Reading: Foundational Skills

RF.K.1	Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"><li>1. Follow words from left to right, top to bottom, and page by page.</li><li>2. Recognize that spoken words are represented in written language by specific sequences of letters.</li><li>3. Understand that words are separated by spaces in print.</li></ol>
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	4. Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> <li>1. Recognize and produce rhyming words.</li> <li>2. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>3. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol>
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <ol style="list-style-type: none"> <li>1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</li> <li>2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>3. Read high-frequency and sight words with automaticity.</li> <li>4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</li> </ol>
RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. <p>A. Read emergent-readers with purpose and understanding.</p> <p>B. Read grade level text for purpose and understanding.</p>
Speaking and Listening	
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Language	
LK.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <p>A. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p>B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p>
LK.5	With guidance and support from adults, explore word relationships and nuances in word meanings.



	<p>A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>
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LK.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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**Instructional Focus**

<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● Readers think about the story and how the book sounds to figure out words.</li> <li>● Readers are flexible problem solvers.</li> <li>● Readers reread to make their reading sound great and help them understand more about books.</li> </ul>	<ul style="list-style-type: none"> <li>● How can I think about the story and about how books sound to help me figure out tricky words?</li> <li>● How do I make sure I notice when something I read doesn't make sense or sound right and then use multiple strategies to fix up my reading?</li> <li>● How can I reread my books many times to make my reading sound better and to help me understand more about the books?</li> </ul>

**Evidence of Learning (Assessments)**

<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● TC Running Record Reading Assessments</li> </ul>
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**Objectives (SLO)**

<p><b>GETTING READY:</b></p> <p><b>* This unit's mini-lessons are not as clear cut as other units. Read through the If...Then... curriculum to choose mini-lessons.</b></p> <ul style="list-style-type: none"> <li>● Increase to ten to twelve books of just-right books in book baggies</li> <li>● Several challenging books in book baggies</li> <li>● You may want to place transitional readers in a level-up partnership (for example, children who read levels A/B in a partnership with a solid C reader)</li> </ul>
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<p><b>Word Study/Phonics Focus:</b></p> <p>Blend Phonemes</p> <p>Word building</p>
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Word endings: ing, ed, s

Digraphs

*Differentiated, based upon the results of the Spelling Inventory, utilizing Words Their Way*

**Students will know: (Goals)**

**Students will be able to: (Teaching Points)**

BEND I: Readers Think About the Story and How the Book Sounds to Figure Out Words

GOAL: Readers cross-check readily and fix up their mistakes quickly, in order to hold on to the greater meaning of the text.

- Readers notice when things aren't making sense and when they need to go back and fix up their reading (Mini-Lesson p. 30).
- Readers don't just focus on the print, they also use the meaning of the story to figure out tricky parts (Mini-Lesson p. 31).
- Readers use what they already know about the topic and what sounds right for the book to help them read each page (Mini-Lesson p. 33).
- Once readers know the pattern in a book, they can hang onto it as they continue to read the pages. If readers forget the pattern, they can always reread from the beginning and use the pictures to help them figure out how the book goes (Mini-Lesson p. 34).

BEND II: Readers Are Flexible Problem Solvers

GOAL: When readers encounter a problem, they don't just try one thing, they try another and another to be flexible problem solvers.

- Readers try out many different strategies to help them figure out a tricky word, then they double-check by asking: 'Does it make sense? Does it sound like a book? Does it look right?' (Mini-Lesson p. 37).
- Readers make plans for the strategies they will try by warming up and naming the strategies they might use if they get stuck on a tricky part (Mini-Lesson p. 37).
- When readers can't figure out a tricky word, no matter what they try, they move on, mark the tricky words, and share them with their partner to figure it out together (Mini-Lesson p. 38).

BEND III: Readers Make Their Reading Sound Great!

GOAL: Expert readers always reread for many reasons to get their reading just the way it needs to be.

- Readers don't just finish a book and move on to another one, they read their books a few times trying out different things (Mini-Lesson p. 41).
- Careful readers reread with a plan by using special bookmarks as a tool to plan their reading work (Mini-Lesson p. 42).
- Careful readers can plan by looking at the charts that are hung around the room to remind them of the choices they have (Mini-Lesson p. 42).
- Readers read together in many different ways to make their reading sound great (Mini-Lesson p. 43).

**Suggested Resources/Technology Tools**

***Readers are Resourceful***

"Questions to Help Your Partner Solve a Tricky Part" chart  
"Reasons to Reread" chart  
"Partners Make Plans" bookmark  
"Ways to Read Together" chart

**21st Century Life and Career Standards**

- Communicate clearly and effectively and with reason.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## Optional Unit - If Time Allows

### Music in Our Hearts: Writing Songs and Poetry (If...Then... curriculum)

#### Summary and Rationale

Young children are natural poets. How many times have you watched a child tap her knees and chant lines of words to the beat? A unit of study on poetry, can teach children to write not only in that one particular genre but, also, to write better in general. In this unit, writers will experiment with powerful language, use line breaks, metaphor, and comparison to convey feelings. In Bend I writers will get to experience many types of songs and poems. Next, in Bend II, writers will begin to use tunes from familiar songs to jump-start their writing. Then, in Bend III, writers will reach for meaningful topics to write about emphasizes on what really matters to them. Finally, in Bend IV, writers will elaborate on topics they care about taking careful attention to detail while preparing to publish.

#### Recommended Pacing

4-6 weeks

#### Standards

##### Reading: Literature

RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
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R.L.K.10	Actively engage in group reading activities with purpose and understanding.
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##### Reading: Foundational Skills

RF.K.1	Demonstrate understanding of the organization and basic features of print. 1. Follow words from left to right, top to bottom, and page by page.
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	<ol style="list-style-type: none"> <li>2. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>3. Understand that words are separated by spaces in print.</li> <li>4. Recognize and name all upper-and lowercase letter of the alphabet.</li> </ol>
RF.K.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>1. Recognize and produce rhyming words.</li> <li>2. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>3. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol>
RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ol style="list-style-type: none"> <li>1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</li> <li>2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>3. Read high-frequency and sight words with automaticity.</li> <li>4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot.)</li> </ol>
Writing	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
Speaking and Listening	
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with

	<p>peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>B. Continue a conversation through multiple exchanges.</p>
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SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
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Language

L.K.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print many upper- and lowercase letters.</p> <p>B. Use frequently occurring nouns and verbs.</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>F. Produce and expand complete sentences in shared language activities.</p>
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Interdisciplinary Connections

Standard : Visual and Performing Arts

1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
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1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
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Integration of Technology

8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
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Instructional Focus

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> <li>Writers notice the structural characteristics of poems and songs, and discuss the author’s intentions.</li> <li>Writers will begin to use tunes from familiar songs to jump-start their writing.</li> <li>Writers will reach for meaningful topics to write about emphasizing on “What Really Matters to Me?”</li> </ul>	<ul style="list-style-type: none"> <li>How do writers identify author’s intentions?</li> <li>How can writers use familiar songs to help their writing?</li> <li>What are meaningful topics to write about?</li> <li>Why do writers write about topics they care about?</li> </ul>

- Writers will learn that poets and songwriters, like all writers, elaborate on topics they care about.

**Evidence of Learning (Assessments)**

**Writing:**

- TCRWP Writing Rubrics and Student Editing Samples
- TCRWP Editing Checklists

**Objectives (SLO)**

**GETTING READY:**

**\* This unit’s mini-lessons are not as clear cut as other units. Read through the If...Then... curriculum to choose mini-lessons. There are also many choices of poems and songs to use as mentor texts- see page 56-57.**

To prepare your children for this unit, you’ll want to read aloud lots of different kinds of poems. Help them notice how poems look on the page, that it is not written in full sentences. Poets use white space and line breaks to tell people how the poems should be read. You will also want to sing a number of simple songs with your children so that they have tunes in their head.

**Students will know: (Goals)**

**Students will be able to: (Teaching Points)**

BEND I: Immersion in Songwriting and Poetry:  
Setting the Stage

GOAL: Writers notice the structural characteristics of poems and songs, and discuss the author’s intentions.

- Writers notice some author’s crafts and discuss. (Mini-lesson, p.58)
- Writers can notice how songs and poems look different than a storybook. (Mini-lesson p.58)
- Writers can use Post-its to label some of the aspects of songs and poetry. (Mini-lesson,p.58)
- Writers notice verses, line breaks, repeated lines, white space, and choices about punctuation, capital letter, and fonts. (Multiple-Mini-lessons, p.58)
- Writers will be immersed in studying songs and poetry through centers. (See p.59)

BEND II: Studying the Rhythm and Voice of Songs to Help Us Write Our Own

GOAL: Writers will begin to use tunes from familiar songs to jump-start their writing.

- Writers will reread through their writing folder, pausing to say “Can I sing this? Let me try.” (Mini-lesson, p. 61)
- Writers can make their favorite songs their own by creating words they dream up.(Mini-lesson, p.61)
- Writers need to make sense if we want readers to understand our work. (Mini-lesson, p.62)
- Writers craft songs that teach and have purpose. (Mini-lesson, p.62)

	<ul style="list-style-type: none"> <li>● Writers get inspired by objects and using their senses. (Mini-lesson, p. 63)</li> </ul>
<p>BEND III: Songwriters and Poets Write from the Heart: Writing Meaningful Songs and Poems)</p> <p>GOAL: Writers will reach for meaningful topics to write about emphasizing on “What Really Matters to Me?”</p>	<ul style="list-style-type: none"> <li>● Writers write from the heart. (Mini-lesson, p.63)</li> <li>● Writers fill their poems and songs with meaning by writing about topics that inspire strong feelings. (Mini-lesson, p.63)</li> <li>● Writers have lots of strategies for showing strong feelings. (Mini-lesson,p.64)</li> <li>● Writers speak directly to the object(or person or place). (Mini-lesson, p. 64)</li> <li>● Writers share their pieces with partners showing expression using gestures, grand pauses, lifting their voice and singing or reading with feeling. (Mini-lesson, p. 64)</li> </ul>
<p>BEND IV: Songwriters and Poets Revise and Write New Songs and Poems</p> <p>GOAL: Writers will learn that poets and songwriters, like all writers, elaborate on topics they care about.</p>	<ul style="list-style-type: none"> <li>● Writers need to be good poetry and song partners. (Mini-lesson, p.65)</li> <li>● Writers let their partners fuel their motivation and enthusiasm for sticking with a poem a little longer, to add on, to take parts out, to revise. (Mini-lesson,p.65)</li> <li>● Writing partners have two jobs. The first being an active listener. (Mini-lesson, p.65)</li> <li>● Writing partners second job is to read so their partner really understands (Mini-lesson,p.65)</li> <li>● Writing partners compliment and question each other. (Mini-lesson, p.65)</li> <li>● Writers revise through elaboration-adding verses, making comparisons, and thinking about word choice. (Mini-lesson, p.65)</li> </ul>
<p><b>Suggested Resources/Technology Tools</b></p>	
<p><b>See page 56-57 in If...Then... for a detailed list of suggested mentor texts.</b></p> <p><b>iPad Apps:</b>  Virtual Poet  Word Mover</p> <p><b><i>Writing Paper Choices</i></b></p> <p>Paper Choice: Box with 2 Lines (Horizontal)  Paper Choice: Box with 3 Lines (Horizontal)  Paper Choice: Letter</p>	



Paper Choice: Dedication Page  
Paper Choice: Box Only - for Poster, Sign, or Large Picture  
Paper Choice: Box with 5 Lines  
Paper Choice: Booklet Page - Box with 4 Lines  
Paper Choice: Booklet Page - Box with 7 Lines  
Paper Choice: Divided Box and 4 Lines  
Paper Choice: Divided Box and 5 Lines  
Paper Choice: Heading, Box, and 5 Lines  
Paper Choice: Heading, Box, and 6 Lines  
Paper Choice: 8 Lines (No Box)

## 21st Century Life and Career Standards

- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>